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## ABSTRACT

This report provides information on the final year (1983-84) of the second cycle (1980-1984) of Rockland Community College's Special Services Project (SSP), a program which provides supplemental instructional and counseling services for educationally and economically disadvantaged students through its College Skills Program, remedial/developmental program, and English as a Second Language (ESL) program. The report focuses on clientele characteristics, program sites, needs assessment, curriculum development, counseling services, staff development, student outcomes, and program evaluation. Appendices include: (1) a contract for educational services; (2) a list of 1982-83 curriculum projects; (3) a taxonomy and inventory of college skills instructional materials; (4) an evaluative report on the fall 1983 orientation for ESL students, and a copy of the ESL Student Handbook; and (5) promotional materials. (EJV)

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ED 267 838

## SPECIAL SERVICES PROJECT

Rockland Community College

1983 - 1984

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## PREFACE/OBJECTIVES

The Special Services Project at Rockland Community College provides supplemental instructional and counseling services for a minimum of 350 students in the College Skills Program, remedial/developmental program, and the English As A Second Language Program who enter the college with the most severe educational and economic needs. The first cycle of the Special Services Project operated from 1977-1980 and the second cycle (1980-1984) began in August, 1980. This report focuses on the fourth year of the second cycle of the project - 1983-1984. Throughout this report reference will be made where appropriate to information contained in the report, "Special Services Project, Rockland Community College, 1977-1980" which is a comprehensive longitudinal study of student performance during the first cycle of the project, the report, "Special Services Project, Rockland Community College, 1980-1981", the report, "Special Services Project, Rockland Community College, 1981-1982", and the report, "Special Services Project, Rockland Community College, 1983-1984."

The specific objectives of the Special Services Project are as follows:

1. Participants will show significant improvement in reading (vocabulary and comprehension).
2. Participants will show significant improvement in writing.
3. Participants will show significant improvement in mathematics.
4. Participants will show significant improvement in the development of listening skills.
5. Participants will show significant improvement in the development of study skills and attitudes.

6. Participants will begin to build an awareness of careers and the competencies and training sequences demanded for these careers.

The additional instructional and counseling services for students with limited English speaking ability were designed to meet two specific objectives.

7. Participants will develop the skills and attitudes necessary to function within an academic environment in the U. S. A.

8. Participants will maintain their native language skills while developing proficiency in the English language.

A description of the processes utilized in meeting these objectives is contained in Chapters I - III of this report. Chapter IV focuses on the staff development activities conducted to help meet the objectives. And Chapter V contains summative evaluation in reading and mathematics which is specifically related to the accomplishment of instructional objectives for project participants enrolled in the College Skills Program.

## I. CHARACTERISTICS OF CLIENTELE

Students who participated in the Special Services Project were selected on the basis of their limited reading and writing achievement or English Language proficiency. Those who took part in the College Skills Program (CSP) sections, designed for students with deprived educational backgrounds, received a score of 6 or 7 in writing and below 22 on the Descriptive Tests of Language Skills - Reading Comprehension (DTLS) Form A or less than 6 in writing and 0-45 on the DTLS Form A on the English Placement Examination (Rockland Community College Reading and Writing Assessment.) Those in the English As A Second Language Program (ESLP) sections had scores indicating less than 90% mastery on the English Language Institute Test. A total of 223 of the students were low income and first generation students and 113 of the students were first generation students as defined in the amendment to Sec. 04, Subpart 4 of Part A of Title IV of the Act for Special Programs for Students From Disadvantaged Backgrounds.\*

The total number of students in the Special Services Project was 336. The students included 201 (60%) with limited English language ability who were in the ESLP and 135 (40%) with deprived educational backgrounds who were in the College Skills Program. There were 118 (35%) males and 218 (65%) females. The group included no American Indian/Alaska Native (0%), 15 Asian/Pacific Islanders (5%), 150 Blacks (46%), 113 Hispanics (35%) and 42 white other than Hispanic (14%). The ages of the total group ranged from 17 to 64. (Mean=29). The mean age of the group was 29.20 and the median was 24.

\*Federal Register, Vol. 47, No. 42, Wednesday, March 3, 1982, Rules and Regulations.

The English As A Second Language group's mean age was 32.78 (Median age = 29) and the College Skills group's mean age was 24.02 (Median age = 20).

In summary, the students were an ethnically diverse group who clearly had educational skill deficits, financial need and were first generation college students.



## II. PROGRAM SITES

The Special Services Project served students enrolled in the College Skills Program and English As A Second Language Program located at the Main Campus in Suffern, N.Y. and at the college's Local Learning Centers in Haverstraw, Nyack and Spring Valley. Both the College Skills Program and the English As A Second Language Program held classes at the Local Learning Center in Spring Valley located in a former elementary school at 96 North Main Street. English As A Second Language Program evening classes were held at the Local Learning Center in Nyack located at 92-94 Main Street and at an annex in the Nyack Mall across the street from the central building. College Skills Program classes and laboratories were held in the Nyack Mall. The English As A Second Language Program and the College Skills Program held classes at the Local Learning Center in Haverstraw. Daytime classes for students in the English As A Second Language Program were held in the Main Street Building and evening classes were conducted at the Middle School. Classes for students in the College Skills Program were held in the evening in the Main Street Building.

### III. DESCRIPTION OF PROGRAM

#### A. Needs Assessment

The Needs Assessment system provided for identification of project participants and for collection of information to be used in further curriculum development and program changes in order to meet the needs of the project participants. Initial needs assessment provided for placement into the College Skills Program modules and the English As A Second Language Program courses.

Rockland Community College instituted a pilot project in competency assessment in the Fall Semester, 1982. This project was continued in the 1983-1984 academic year. All native born entering students with an English/Social Studies three year high school average less than 76% and an SAT verbal score less than 440 and desiring to enroll in college English courses were required to take the English Placement Examination (Essay and Form A of Reading Comprehensive Section of Descriptive Test of Language Skills (DTLS)). Students who completed high school Math 9 only with an average less than 86%, or completed Math 9 and 10 with an average less than 76% or completed Math 9, 10 and 11 with an average less than 71% and desiring to enroll in college Mathematics courses were required to take the Mathematics Placement Examination (in-house arithmetic and algebra examination).

As a result of assessment some students were placed in the College Skills Program. After placement in the College Skills Program was determined, students were notified that they should schedule an appointment for needs assessment in the College Skills Program. Students were then assigned appointment times for Needs Assessment by the Assistant to the Project Director for Needs Assessment. Each day divided into morning and afternoon sessions (9-11:30 a.m. and 1:30-3 p.m.) to accomodate 18 students per session or a total of 36 students per day.

Placement in Communication Skills and/or Mathematics Skills modules was based on a further refinement of scores on the English Placement Examination and the Mathematics Skills Placement Examination. Therefore, during needs assessment each student met with a College Skills Instructor who presented the student with the test results and explained why the student had been placed in a specific Communication Skills and/or Mathematics Skills module. The student then met with a master counselor/assessment specialist and/or counselor/tutor who discussed vocational objectives and options, the estimated number of semesters a student was likely to be in the College Skills Program and assisted the student in selecting courses and completing the registration process.

All students who enrolled in the English As A Second Language Program were given the English Language Institute Examination (in-house objective test) and writing sample. Program faculty placed students in the English As A Second Language Program courses and assisted them in the selection of other college courses and in the completion of the registration process.

Initial needs assessment for the College Skills Program was scheduled during the summer months as well as during college registration periods. Needs assessment for the English As A Second Language Program was scheduled during college registration periods only.

The Special Services Project was committed to serve those students from the College Skills Program and the English As A Second Language Program with the most severely deprived educational backgrounds or limited English-speaking ability. Therefore, project participants were selected during initial needs assessment on the basis of scores on the Rockland Community College English Placement Examination or the

English Language Institute Test. During the fourth year of the project (1983-1984) 903 students were assessed in the College Skills Program and 942 were assessed in the English As A Second Language Program. A total of 135 was chosen as Special Services Project participants from the College Skills Program and 201 were selected from the English As A Second Language Program.

Initial needs assessment was designed to identify the project participants and to assure proper placement in the College Skills Program and the English As A Second Language Program courses. However, secondary or on-going needs assessment was necessary to provide more extensive diagnosis and evaluation of students' skills and attitudes in order to maximize their success in college. (Some students were given the Nelson-Denny Reading Test Form E and/or the Gates-MacGinitie Reading Test for additional diagnostic information).

Students in the College Skills Program were assigned to group counseling seminar sessions conducted by master counselor/assessment specialists and students in the English As A Second Language Program sessions enrolled in group counseling sessions conducted in English or met for individual appointments with bilingual master counselor/assessment specialists and counselor/tutors to examine their special needs in more detail. Together the master counselor/assessment specialists and project participants from the College Skills Program drew up a Contract for Educational Services which included commitments by both the college and the student designed to help the student succeed in college. The contract, signed by the student and master counselor/assessment specialist, was filed with the Project Director. The contracts could be revised at any time by mutual agreement with the knowledge of the Project Director who was responsible for the college's part of the contract agreement. Periodic review of the progress toward

the agreed-upon goals was the responsibility of the Project Director, but achievement of the goals accepted by the student was considered the student's responsibility. If students could not meet agreed-upon goals the contract was revised so that the students and the master counselor/assessment specialist would always be in agreement about the nature and achievement of the goals. (See Appendix A).

Participants from the English As A Second Language Program with a severely limited knowledge of English were not required to complete the Contract for Educational Services but they did utilize other simplified data forms for discussing the responsibilities of college students and the services and opportunities provided by the college.

B. Development and Implementation of Curriculum  
for Skill Acquisition

An assessment and analysis of project participants' needs indicated that various curriculum changes in the College Skills Program and the English As A Second Language Program would be necessary if we were to successfully prepare students to enter the college mainstream. Therefore, a series of curriculum projects were completed which were designed to provide more effective instructional services. (See Appendix B). Because of the establishment of the Competency Assessment Pilot Project in 1982, the College placement procedures became more precise and more detailed information was available about students entering the College Skills Program. For example, it became apparent that some students had mastered required reading skills necessary to function effectively in the college mainstream, but they needed more intensive emphasis on the development of writing skills. Therefore, a curriculum project begun in 1982 was continued to modify the Communication Skills Curriculum with an emphasis on writing skills for Special Services Project clientele. This modification allowed students to enroll in just that portion of the College Skills Program which provided a concentration on the development of writing skills. Other students had mastered required writing skills, but they needed additional skill development in reading. As a result, a project was conducted to revise the course in Efficient Reading and Study Skills placing greater emphasis on reading comprehension skills. (See Appendix B).

Special Services Project faculty identified traditional and multi-media materials which could be used in the Reading Laboratory. The new materials, along with others available in the Laboratory, were also listed in revised Taxonomies. (See Appendix C).

As a result of evaluation of the mediated mastery instructional system in the College Learning Center for the delivery of Mathematics Skills which had begun in 1980-81 (See "Special Services Project Report - 1980-1981," pp.18-19) and had continued in 1981-1982 (See "Special Services Project Report - 1981-1982," pp. 21-22) and in 1982-1983 (See Special Services Project Report - 1982-1983," pp.29-31), changes also occurred in the Mathematics Skills instructional program in 1983-1984. These alterations and an evaluation of the processes are described on pages 38-39 of this report.

Other projects designed to integrate and reinforce the instructional and counseling components of the College Skills Program were continued from 1982-1983. (See Appendix B). Revisions of the course syllabi were designed for Understanding Human Behavior, Relaxation Training/Stress Reduction and Improving Coping Skills.

Through a project designed to assess the needs and expectations of students entering the Special Services Project information was gained which could be used in revising syllabi for credit courses provided for students while they were enrolled in the College Skills Program. Various record keeping procedures were also revised to provide the staff with updated information which could be used for diagnosing students' instructional and counseling needs. Special emphasis was placed on establishing a record keeping system which could be computerized and, therefore, more readily accessible to the staff. (See Appendix B).

Cultural activities were also held during the year to help students broaden their instructional experiences and to help them gain first hand knowledge regarding institutions and events about which they were reading and studying. Project students attended the New York City

Broadway production of Dreamgirls or Chorus Line and then prepared reports dealing with the theatrical productions.

Project students and staff also participated in an all college event, "In Celebration of Cultures Festival." This festival featured various crafts focusing on different ethnic backgrounds, entertainment and ethnic foods. (See Appendix E).



### C. Development and Implementation of Counseling

During the 1983-84 grant year, counseling services were provided for project clientele enrolled in the College Skills Program and the English As A Second Language Program. The kind of services provided and the format for delivery of these services were determined by assessing the needs of the students and the structural design of each of the two programs.

Students in the College Skills Program enrolled in the group counseling seminars, "Improving Coping Skills", "Relaxation and Stress Reduction" and "Personal/Interpersonal Growth" led by master counselor/assessment specialists and counselor/tutors who were interns completing graduate degrees in counseling. The "Improving Coping Skills" curriculum focused on interpersonal communication skill-building. Students examined communication problems, learned and practiced communication skills and applied learnings to personal life situations. "Personal/Interpersonal Growth" was designed for students in their second semester of College Skills who had already completed "Improving Coping Skills." Students worked on practicing and building interpersonal communication skills in the context of a group experience. Emphasis was on group dynamics and on individual behavior in the group process. "Relaxation and Stress Reduction" focused on helping students to define stress, to identify stressors in their lives, and to develop strategies and techniques for coping with stress. In the Spring, 1984 semester, "Improving Coping Skills" was redesigned and piloted for the extremely educationally disadvantaged College Skills students. (See Appendix B). The new curriculum focused on three broad areas: 1) understanding self; (2) understanding relationships with others; (3) understanding effective communication. The purpose of the curriculum design was to address the lower level students' needs for something more concrete to

work with rather than the more abstract ideas contained in the "Improving Coping Skills" course which had been offered to all students in the program.

The counseling/assessment staff taught the class "Understanding Human Behavior", a preparatory psychology course for students prior to their entering the college mainstream. The curriculum focused on human development from infancy to old age and on identifying and examining the major tasks and challenges of each stage. The text, Your Self, by M. Grace, P. Nicholson, and D. Lipsitt provided the appropriate readings relevant to lecture and discussion. Utilizing an experiential approach, students were encouraged to think about and relate course materials to their own life. The master counselor/assessment specialists also taught "Discovering the Community College", an orientation to the higher education system in general and to the specific educational system at Rockland Community College. Guest lecturers from various college departments/services presented the students with useful information pertaining to Rockland Community College and also provided them with a contact person in their respective areas. Some of the guest lecturers were: the Director of Student Activities, the Educational Opportunity Program Counselor, Financial Aid Counselor, Director of Career Education, College Skills Program Acting Coordinator and College Librarian.

Each Special Services Project participant met individually with the counseling/assessment staff to identify needs, to plan programs, and to discuss broader educational goals and directions. Students also sought out or were referred to the counseling/assessment staff to deal with personal and/or academic issues when necessary. The master counselor/assessment specialists served as consultants to the instructional staff and students as well. They assisted in resolving in-class

problems and other concerns which affected students' educational progress.

Students received individual counseling and assessment from the staff in vocational assessment. They were also given a tour/lecture of the Life/Career/Educational Planning Center by its respective staff who also provided the students with hands-on experience with "Discover", a Career Guidance System that uses computers to explore and examine career/occupational choices. The Associate Director and master counselor/assessment specialist served on the planning committee for the Historically Black College Program and provided opportunities for project students to participate in the Program's activities.

Counseling services for project clientele in the English As A Second Language Program were provided through group counseling seminars, in-class orientations, workshops, and personal and referral counseling. Students in the upper intermediate English As A Second Language Program classes enrolled in the course "Coping Skills for International Students" which addressed the theme "Life in America." The curriculum focused on areas of life concern including education, health, banking, taxes, housing, etc.; identified problems encountered in each area of concern; worked on building skills and acquiring information to assist them in dealing with these problems; and compared and contrasted life in the U.S. with their experiences in the country of origin.

Counselors presented orientations to students enrolled in other English As A Second Language Program classes and helped revise the Handbook for English As A Second Language Program students which had been written in 1982-1983. (See Appendix D). These orientations were presented in Spanish and French as well as English and focused on an orientation to the educational system in the U. S. and specifically to the system at Rockland Community College. Educational and community

resources were identified to address students' needs as well.

The master counselor/assessment specialist also developed and implemented workshops for orientation for the newly arrived students and for Money Management for English As A Second Language students. Also organized was a language interchange program for students studying in the English As A Second Language Program and American students who were studying a foreign language.

Additional referral counseling to deal with personal and/or academic issues was also provided to project clientele in French and Spanish and/or English.

#### IV. STAFF DEVELOPMENT

Developmental activities were conducted to help the project staff develop specific instructional and counseling strategies and curricula to meet the project objectives. A pre-service staff orientation workshop was conducted by the Project Director and Associate Director in August, 1983, and meetings were conducted by the Project Director and Project Consultant (Dr. Janet R. Brown) in the Fall, 1983 and the Spring, 1984 for members of the professional staff. A major focus of the sessions with the Consultant was the competency assessment pilot project instituted at the college and the implications of this system for the Special Services Project. Project staff also participated in workshops concerning reading instruction for the non English dominant students conducted by Dr. Jacqueline Costello, Instructor of English, Queens College (CUNY).

Bi-weekly staff meetings were held throughout the academic year. In addition, the counselor-tutors/interns received training in weekly training sessions led by the Associate Director. Resource materials for curriculum development in the English As A Second Language Program and the College Skills Program were also provided for the staff.

Project Instructional staff attended the following conferences, workshops and seminars: (1) American Educational Research Association Annual Conference, (2) New York College Learning Skills Association Convention, (3) National Association for Developmental Education Conference, (4) National Council of Educational Opportunity Associations Annual Conference and (5) Policy Conference and (6) the Workshop on Computer Assisted Instruction held at Rockland Community College. One staff member also served as a Team Member from Rockland Community College for the Vocational Educational Assistance Grant for Reading and Writing in the Technologies. This grant was designed to assist faculties in the

utilization of reading, writing and study skills as an effective method for course improvement.

The Project Director served as a Team Leader for New York State at the Policy Seminar sponsored by the National Council of Educational Opportunity Associations and made a presentation at the State University of New York Two-Year Academic Officers Conference in New York. She also served as a Group Facilitator at the Task Force Session on Assessment of Effectiveness: Developmental Programs in Post-secondary Occupational Education, Phase II funded by a Vocational Educational Assistance Grant.

Project master counselor/assessment specialists also participated in various conferences, workshops and seminars including: (1) Adkins Life Skills Training, (2) American College Personnel Association Convention, (3) Association for Equality and Excellence in Education Annual Conference (4) Foreign Student Advisory Conference, (5) Learning Disabled Conference at Manhattanville College, (6) Marywood College Conference on "Dreams-Symbolism and Therapy," (7) New Jersey Psychological Association Conference, (8) New York College Learning Skills Association Pre-Conference Symposium on Use of Microcomputers, (9) New York State Counseling Association Convention, (10) Orton Society Conference on "Learning Disabled Adults in Post Secondary Settings, (11) Rockland County/Westchester County Leadership Conference - Services to Intercultural Communities, (12) and a Workshop on Adolescents in Foster Care. The Associate Director also served as a presenter at two workshops held at Rockland Community College. She led a session on "Classroom Dynamics" at a Faculty Development Workshop and she spoke on "Reading With Muscle" at a Returning Adults Workshop.

Project staff for 1983-1984 included the following persons:

Director	Margaret Martin
Associate Director	Mary Ann Kezmarsky
Master Counselors	Andrea Bythewood Terence Hannigan
Assistant to the Project Director	Patricia Diamond
Instructors	Jeanette Bushelon Geraldine Rosen
Counselor/Tutors	Kathleen Brown Cleta Ciulla Cathy Davis Irene Duke Connie Ekback Kathleen Hulse Alison Rader Rachelle Salzberg Susan Smith Marjorie Zemek

## V. SUMMATIVE EVALUATION

The students' performance in reading, mathematics and language during the 1983-84 academic year will be described in this section.

### Reading - College Skills Program, Special Services Project, English As A Second Language Program

During the fall and spring semesters, students' achievement in College Skills (CS) sections was assessed using standardized reading tests. The Descriptive Tests of Language Skills (DTLS), which serves as the test used for assessing reading skills of all Rockland Community College students, was administered as a pre and posttest in both the fall and spring semesters. The scores play a major role in each student's English course placement.

The results of the fall semester, shown in Table 1, indicate that the pre to posttest score changes are statistically significant ( $p < .01$ ) by and large. It is reasonable to conclude that these findings are not explainable by chance. A non-significant pre to posttest score difference for the Special Services Project (SSP) part-time students can be understood as partially attributable to the magnitude of the difference between these two scores but also to the small number of cases and to the degree of variability within the group reflected in the standard deviation (SD).

The spring semester's findings, reported in Table 2, show a similar pattern of significant pre to posttest changes. The spring group, as a whole, achieved somewhat lower scores than did the fall group.

In comparison with the DTLS scores of College Skills students in the past year, the 1983-84 cohort showed lower pretest and posttest scores than the fall 1982 semester group. Their scores were similar, however, to those of the spring semester group. In the 1982-83 year, as in the current year, the fall group's levels both initially and at the end of the semester were slightly higher than those of the spring group.



Table 1

DTLS Pre to Posttest Raw Scores  
for Fall Semester, 1983

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
All College Skills Students	136	18.74	5.89	21.32	7.49	5.05**
All SSP Students	59	16.63	4.74	19.07	7.23	3.34**
SSP Full- time Students	38	16.05	4.40	18.76	6.44	3.74**
SSP Part- time Students	21	17.67	5.26	19.62	8.63	1.23
Ineligible Students	77	20.38	6.22	22.92	7.26	2.98**

\*\*  $p < .01$

Table 2

DTLS Pre to Posttest Raw Scores  
for Spring Semester, 1984

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
All College Skills Students	80	16.29	4.66	18.03	6.09	3.22**
All SSP Students	59	16.25	4.64	18.08	6.09	3.34**
SSP Full- time Students	41	16.20	4.34	18.03	5.62	2.44**
SSP Part- time Students	18	16.22	5.45	18.00	7.36	1.37
Ineligible Students	21	14.71	5.74	17.67	5.52	2.90**

\*\*  $p < .01$

Table 3

DTLS Pre to Posttest Raw Scores, for  
College Skills and Special Services Students  
Enrolled in Fall and Spring Semesters, 1983-84

Group	N	Pretest		Posttest		t
		Mean	SD	Mean	SD	
All College Skills Students	46	14.83	4.74	18.46	5.22	4.69**
All SSP Students	25	14.24	4.39	16.60	4.93	2.12*

\*  $p < .05$

\*\*  $p < .01$

The students who remained in the College Skills classes for the complete academic year appear to be students who on the average were in greater need of remediation than were the College Skills students on the average. Table 3 contains the data on their pre and posttest mean scores based on September and May testing. The groups showed improvement.

Students in the intermediate and advanced level sections of the English As A Second Language Program (ESL) also were tested on the DTLS. Tables 4 and 5 contain the results of the pre and post testing in the fall and spring semesters. During the fall, the students in the SSP sections were not sufficiently skillful to take the DTLS. They did participate in the end of semester assessment, and at that point achieved on a level similar to that of the larger group of project students.

Table 4  
DTLS Pre to Posttest Scores,  
Fall Semester, 1983

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
Intermediate/ Advanced ESL Students	27 <sup>+</sup>	12.59	4.68	19.85	6.89	7.05**
SSP - ESL Students	33	-	-	18.12	7.36	

+Students for whom both pre and posttest scores were available

\*\*  $p < .01$

Table 5  
DTLS Pre to Posttest Scores,  
Spring Semester, 1984

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
Intermediate/ Advanced ESL Students	21	15.67	3.41	19.95	4.43	3.70**
SSP - ESL Students	12	14.83	2.29	19.25	5.43	2.93**

\*\*  $p < .01$

## Reading - College Skills Program, Special Services Project

The Nelson-Denny Reading Test, Form E, was used as a pre and post-test measure of students' reading skills in both the spring and fall semesters. This test has been used over a number of years to evaluate students' achievement in the reading basic skills programs.

The results of the students' achievement on the Vocabulary section of the test are presented in Table 6 for the fall semester and Table 7 for the spring semester. During the fall semester, all sub-groups of students, as well as the group of Skills students as a whole showed gains in average scores. The differences between the pre and posttest means were significant at the  $p = < .01$  level which indicates that the differences observed cannot be attributed to chance. In the spring semester, the group of all Skills students, the Special Services Project students as a whole and the Special Services Project part-time students' score changes were significantly different statistically from pre to posttesting.

Students' average scores on the Comprehension section of the test are included in Tables 8 and 9. During both the fall and spring semesters, the Skills students as a whole and each of the sub-groups' average scores were statistically significantly different from pre to posttesting.

Nelson-Denny Total scores are shown in Table 10 for the fall semester and in Table 11 for the spring. The Skills students as a total group and the Special Services Project students as a whole showed statistically significant pre to post differences. The sub-groups, for the most part, showed such differences. The t's on the various tables indicate that these findings cannot reasonably be explained as chance findings.

When the grade equivalents of the Total scores are examined in relation to the grade equivalent scores of the students groups in recent years, it becomes clear that the tested skill levels of the 1983-84 co-

hort are lower than those typical of the students. The average fall pre-test score of the College Skills group in 1982 was 8.0, and of the Special Services group was 7.8, while the spring pretest mean for both was 7.2 in contrast with 6.7 and 6.3 for the current groups. The fall semester posttest for both groups was 9.9; the Special Services students' spring posttest mean was 8.0, and the total group's 7.9 in contrast with 7.9 and 7.5 in the fall and 7.4 and 7.3 in the spring for the current students. When compared with the current cohort, former students both began and ended their experiences in the skills programs on a higher level. The magnitude of the gain, pre to posttesting, however, for the current group was greater than one year in grade equivalent scores for the most part.

When the scores of those students who remained in the program for the full academic year were examined, further evidence of advancement in skills acquisition is evident. Tables 12, 13, and 14 contain data based on September pretesting and May posttesting. The general pattern shown on the Vocabulary scores is that the year-long students began with a lower average score and reached scores similar to those of the posttest scores of the current groups who had studied for only one semester. A similar pattern, with even lower pretest scores and greater gains is shown in both the Comprehension score (Table 13) and the Total scores (Table 14). These students who remained in the Skills classes for a full year showed greater average gains in skills and usually reached higher posttest average posttest scores. The gains in reading skills that these students achieved clearly increase the probability that they will be able to cope successfully with the challenges of the college curriculum.

Table 6

Nelson-Denny Reading Test, Pre to Posttest  
Vocabulary Scores, Fall Semester 1983

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
All College Skills	106	21.00	8.14	24.62	10.14	5.23**
All SSP Students	66	20.56	8.94	23.73	10.98	3.88**
SSP, Full Time Students	40	19.95	8.31	22.82	9.28	2.91**
SSP, Part Time Students	26	22.69	9.08	26.65	12.77	2.72**
Ineligible Students	40	21.48	7.15	25.88	8.53	3.43**

\*\*  $p < .01$

Table 7

Nelson-Denny Reading Test, Pre to Posttest  
Vocabulary Scores, Spring Semester 1984

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
All College Skills	36	20.03	7.26	23.28	10.52	2.08*
All SSP Students	25	20.54	7.14	22.46	9.95	1.84*
SSP, Full Time Students	11*	21.00	7.64	21.36	8.39	.27
SSP, Part Time Students	7*	22.63	6.30	27.00	8.69	3.02**
Ineligible Students	11	19.82	6.76	24.18	12.27	1.01

\* Information on the part-time or full-time status of 7 SSP students was not available

\*\*  $p < .01$

Table 8

Nelson-Denny Reading Test Pre to Posttest  
Comprehension Scores, Fall Semester 1983

Group	N	Pretest		Posttest		t
		Mean	SD	Mean	SD	
All College Skills	108	21.47	9.89	25.92	10.82	5.62**
All SSP Students	67	21.39	10.53	25.15	11.43	2.77**
SSP, Full Time Students	40	21.10	10.18	25.43	11.79	3.29**
SSP Part Time Students	27	21.37	11.11	24.63	12.00	1.71*
Ineligible Students	41	22.20	8.61	27.37	9.07	4.62**

\* p &lt; .05

\*\* p &lt; .01

Table 9

Nelson-Denny Reading Test, Pre to Posttest  
Comprehension Scores, Spring Semester 1984

Group	N	Pretest		Posttest		t
		Mean	SD	Mean	SD	
All College Skills	41	21.83	9.32	25.20	10.97	2.62**
All SSP Students	31	21.84	9.68	24.61	12.12	1.71*
SSP, Full Time Students	12*	17.24	9.67	28.33	13.21	3.23**
SSP, Part Time Students	11*	21.36	10.57	26.00	10.62	3.10**
Ineligible Students	10	26.40	15.35	32.30	14.98	2.92**

\* Information on the part-time or full-time status of 8 SSP students was not available

\* p &lt; .05

\*\* p &lt; .01

**Table 10**  
Nelson-Denny Reading Test Pre to Posttest  
Total Reading Scores, Fall Semester 1983

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
All College Skills	105	42.19 (GE=6.2)	14.94	51.67 (GE=7.9)	18.96	7.44**
All SSP Students	65	41.83 (GE=6.2)	16.34	49.41 (GE=7.5)	20.94	4.16**
SSP, Full Time Students	40	41.08 (GE=6.0)	16.27	48.05 (GE=7.4)	19.17	4.07**
SSP, Part Time Students	25	43.64 (GE=6.6)	15.70	51.40 (GE=7.3)	23.38	1.63
Ineligible Students	40	43.25 (GE=6.4)	13.05	53.30 (GE=8.0)	15.28	6.02**

\*\* p < .01

**Table 11**  
Nelson-Denny Reading Test, Pre to Posttest  
Total Reading Scores, Spring Semester 1984

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
All College Skills	33	43.03 (GE=6.1)	14.61	49.55 (GE=7.4)	18.05	2.82**
All SSP Students	23	43.78 (GE=6.3)	14.57	49.30 (GE=7.13)	19.41	2.21*
SSP, Full Time Students	8 <sup>+</sup>	51.63 (GE=7.7)	12.69	54.13 (GE=8.1)	17.70	.42
SSP, Part Time Students	8 <sup>+</sup>	45.63 (GE=6.7)	14.49	56.75 (GE=8.7)	14.66	8.23**
Ineligible Students	10	41.10 (GE=5.7)	14.18	50.60 (GE=7.6)	15.49	1.86*

+ Information on the part-time or full-time status of 7 SSP students was not available.

\* p < .05

\*\* p < .01



Table 12  
Nelson-Denny Reading Test Pre to Posttest Vocabulary  
Raw Scores for Students Enrolled in both  
Fall and Spring Semesters, 1983-84

Group	N	Pretest		Posttest		t
		Mean	SD	Mean	SD	
All College Skills	31	18.33	7.56	24.67	9.51	3.56**
All SSP Students	19	18.11	7.26	23.74	8.75	2.97**
SSP, Full Time Students	11	15.64	7.17	21.36	8.39	1.93*
SSP, Part Time Students	8	21.50	6.28	27.00	8.68	1.53
Ineligible Students	12	19.10	8.76	27.70	10.39	4.86**

\*p < .05

\*\* p < .01

Table 13  
Nelson-Denny Reading Test Pre to Posttest Compre-  
hension Raw Scores for Students Enrolled in both  
Fall and Spring Semesters, 1983-84

Group	N	Pretest		Posttest		t
		Mean	SD	Mean	SD	
All College Skills	33	15.82	7.42	26.97	10.53	6.61**
All SSP Students	23	15.74	6.99	27.22	11.83	5.27**
SSP, Full Time Students	12	14.73	6.90	29.45	13.24	4.64**
SSP, Part Time Students	11	16.36	7.37	26.00	10.63	3.01**
Ineligible Students	10	16.00	8.74	26.40	7.17	3.46**

\*\* p < .01

Table 14

Nelson-Denny Reading Test Pre to Posttest Total  
Raw Scores for Students Enrolled in both  
Fall and Spring Semesters, 1983-84

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
All College Skills	26	36.77 (GE=4.9)	10.43	54.38 (GE=8.1)	14.38	7.73**
All SSP Students	16	37.81 (GE=5.1)	9.34	55.44 (GE=8.3)	15.76	5.14**
SSP, Full Time Students	8	36.13 (GE=4.7)	9.58	54.13 (GE=8.1)	17.70	2.96**
SSP, Part Time Students	8	39.50 (GE=5.5)	9.41	56.75 (GE=8.7)	14.66	4.19**
Ineligible Students	10	35.10 (GE=4.5)	12.32	52.50 (GE=7.9)	12.62	6.31**

\*\* p < .01

Writing - College Skills Program, Special Services Project,  
and English As A Second Language

The writing competency assessment procedure that served as a major part of the English Placement Examination, initiated as a pilot project in fall 1982, was continued in the 1983-84 academic year. Students taking the English Placement Examination were required to produce a writing sample as part of the placement test. Each writing sample was scored holistically by two readers of a team of trained readers. A composite score, based on those readers' scores, was calculated for each student. These scores, in combination with DTLS scores, yielded each student's English class placement. Students whose scores fell below the competency level required were assigned to the College Skills Program or the English As A Second Language Program. The placement scores served as pretests and the student's writing sample produced at the end of the semester, scored in the same manner, served as the posttest.

The pre and posttest writing sample mean scores for the fall semester are contained in Table 15, and for the spring semesters in Table 16. The initial levels in the two semesters are similar; the fall semester group showed somewhat more growth in writing skills on the average. There were statistically significant score gains in all sub-groups in the fall semester and in two sub-groups in the spring. In general, the results indicate that the students' writing skills have improved on the average; additional improvement is still needed.

Table 15

Writing Sample, Pre to Posttest Scores,  
Fall Semester, 1983

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
All College Skills Students	130	4.55	1.27	5.51	1.43	7.50**
All SSP Students	57	4.56	1.30	5.23	1.46	3.89**
SSP, Full- time Students	38	4.71	1.18	5.13	1.44	1.93**
SSP, Part- time Students	15	4.32	1.46	5.42	1.54	2.58*
Ineligible Students	73	4.55	1.28	5.72	1.39	6.14**

\*  $p < .05$ \*\*  $p < .01$ 

Table 16

Writing Sample, Pre to Posttest Scores,  
Spring Semester, 1984

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
All College Skills Students	75	4.60	1.28	4.76	1.41	1.08
All SSP Students	50	4.60	1.28	4.76	1.41	.76
SSP, Full- time Students	36	4.34	1.21	4.71	1.30	1.80*
SSP, Part- time Students	14	5.29	1.27	4.93	1.73	.94
Ineligible Students	25	4.32	1.31	5.08	1.32	2.02*

\*  $p < .05$

Students who continued in the College Skills Program for the academic year were on a lower initial level and progressed through the year. Their average gains are reported in Table 17.

Table 17  
Writing Sample, Pre to Posttest Score  
for College Skills and Special Services Project  
Students Enrolled in Fall and Spring Semesters,  
1963-84

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
All College Skills Students	43	4.23	1.24	5.12	1.42	4.15**
All SSP Students	25	4.28	1.31	4.84	1.65	1.80*

\*  $p < .05$

\*\*  $p < .01$

The score gains are statistically significant, indicating that these are unlikely to be chance findings. A substantial number of these students who needed intensive instruction over a longer period of time than some other students needed, reached a level similar to that of the general College Skills student population.

Students in the ESL Program who had reached a level of sufficient skills in writing to participate in the placement test were generally in the intermediate and advanced course sections. While students in the SSP - ESL sections did not produce a writing sample as a pretest during the fall semester, they did write an essay that was scored in the described way at the end of that semester. The results of the pre to post-test analyses for the fall and spring semesters are presented in Tables 18 and 19.

The fall semester group displayed a greater degree of progress in writing skills.

Table 18  
Writing Sample Pre to Posttest Scores,  
Fall Semester, 1983

Group	N	Pretest		Posttest		t
		Mean	SD	Mean	SD	
Intermediate/ Advanced ESL Students	27	4.48	1.12	5.70	1.79	3.45**
SSP - ESL Students	34	-	-	4.65	1.45	-

\*\*  $p < .01$

Table 19  
Writing Sample, Pre to Posttest Scores,  
Spring Semester, 1984

Group	N	Pretest		Posttest		t
		Mean	SD	Mean	SD	
Intermediate/ Advanced ESL Students	21	4.86	1.28	5.10	1.26	.001
SSP - ESL Students	12	5.17	1.47	5.00	1.04	.33

English - English As A Second Language Program,  
Special Services Project

Students in the English As A Second Language Program were tested for their facility in English usage on the English Language Institute Test as both a pre and posttest. The results of the fall semester are presented in Table 20, and of the spring semester in Table 21. The fall semester results indicate skill gains at a statistically significant level in all sub-groups. The general level of the scores is similar to the 1982 score level, when the pretest mean was 19.35 (SD 12.73) and the posttest mean 29.07 (SD 11.07) for the Special Services Project group. The spring semester scores were generally better on the pretest. While the gains were less numerically, the achieved posttest levels were generally a bit higher. As a whole, the achievement of the ESL groups in the fall and spring compare favorably with that of student groups in other recent years.

Table 20

English Language Institute Test, Pre to  
Posttest Scores, Fall Semester, 1983

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
Total ESL Students	150	20.47	14.22	29.30	13.07	12.13**
SSP - ESL Students	76	17.55	14.96	26.75	12.90	9.81**
SSP - ESL Full-time Students	45	16.80	15.13	25.00	12.52	6.82**
SSP - ESL Part-Time Students	31	19.13	14.78	30.10	12.33	7.29**

\*\*  $p < .01$

Table 21

English Language Institute Test, Pre to  
Posttest Scores, Spring Semester, 1984

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
Total ESL Students	83	29.71	12.62	31.63	12.00	2.28*
SSP - ESL Students	65	27.85	12.44	29.62	11.77	1.69*
SSP - ESL Full-time Students	32	23.85	11.79	26.12	11.50	1.59
SSP - ESL Part-time Students	33	32.74	11.95	33.62	11.24	.59

\*  $p < .05$



Table 22

English Language Institute Test Pre and Posttest  
Raw Scores, for ESL and ESL -SSP Students Enrolled  
in Fall and Spring Semester, 1983-84

Group	N	Pretest		Posttest		t
		Mean	SD	Mean	SD	
Total ESL Students	64	18.20	14.88	32.06	12.46	11.52**
ESL - SSP Students	48	15.29	14.25	28.10	11.56	9.64**

\*\*  $p < .01$

# Mathematics - College Skills Program and Special Services Project

Students whose mathematical skills needed to be improved as indicated by their scores on the placement test, were placed in a mediated self paced Mathematics CS 065 course. Their assigned tasks in the course were based upon their diagnosed mathematics needs. Their grades were based upon the degree to which they mastered the necessary skills and completed their objectives in the course. A student had to complete assigned modules and pass the module tests with 100% accuracy in order to achieve a P (Pass) grade. Having made significant progress in developing the necessary competencies and being close to completing the assigned modules could lead to an IP (In Progress) grade. If there was no indication of satisfactory progress, and the student had not been demonstrating sustained effort in completing his/her objectives, a U (Unsatisfactory) grade would be assigned.

The grade distributions for the fall and spring semesters are presented in Tables 23 and 24.

Table 23

Number and Percentage of Students Receiving  
Grades in Mathematics CS 065, Fall Semester, 1983

Group	P		<u>Grades</u>			
			IP		U	
	N	%	N	%	N	%
All College Skills Students	142	61.5	51	22.1	38	16.4
SSP Students	15	51.7	9	31.1	5	17.2

Table 24

Number and Percentage of Students Receiving  
Grades in Mathematics CS 065, Spring Semester 1984

Group	<u>Grades</u>					
	N	P %	N	IP %	N	U %
All College Skills Students	47	43.1	36	33.0	26	23.9
SSP Students	2	40.0	1	20.0	2	40.0

The fall semester's results seem more favorable for both the Special Services Program students and for the College Skills students with regard to the number of students who were successful in completing their competency objectives. These results were obtained when the intensity of use of the mediated self paced facility by these programs was at its peak for the year. The fall results were also slightly more positive than those achieved in the fall semester, 1982 when 60% of the students earned P and 22.1% IP grades. It appears that the program's efforts to encourage students' attendance and task-oriented responses in the mediated self paced activities may be contributing to the picture of student achievement.

### Summary

In each of the skill areas examined, there is evidence of improvement. There was some consistency noted in the results of this academic year with those of earlier years, suggesting that the 1983-84 cohort is likely to do as well as earlier groups of students as they progress at Rockland Community College.

## APPENDICES

Special Services Project Report  
Rockland Community College  
1983 - 1984

Appendix A

\_\_\_\_\_  
Semester

ROCKLAND COMMUNITY COLLEGE

SUFFERN, NEW YORK

10901

CONTRACT FOR EDUCATIONAL SERVICES

This agreement is between Rockland Community College, Suffern, New York

and \_\_\_\_\_

Name

Address

BASIC PREMISES:

1. Rockland Community College is an educational institution and desires to provide counseling and developmental instruction in reading, writing, study skills and mathematics.
2. \_\_\_\_\_ wishes to improve his/her skills in reading, writing, study skills and mathematics so as to achieve a clearer understanding of his/her level of academic skill and to prepare for college course work.
3. \_\_\_\_\_ would like to take advantage of whatever financial aid is available to him/her.

\_\_\_\_\_  
Date

Now therefore, it is mutually agreed by the parties as follows:

1. ATTENDANCE: The student will diligently prepare all assignments, will arrive on or before the beginning of each class, will attend the entire class period and participate in class activities while they are in session.
2. FIELD TRIPS: The student will attend all field trips unless previously arranged with counselor.
3. JOBS: Rockland Community College may provide a job on campus starting at \$3.45 per hour for up to 16 hours a week while class is in session.  
  
If Rockland Community College provides a job, the student agrees to arrive at designated place and time and diligently perform the services required. To the extent possible Rockland Community College will assign work in the student's selected field of interest.
4. FINANCIAL AID: Rockland Community College administers various types of financial assistance. Students may contact the Financial Aid Office to determine eligibility for these grants.
5. ROCKLAND COMMUNITY COLLEGE: will provide qualified instructional and counseling personnel, and necessary facilities for scheduled classroom work.
6. ACADEMIC CONTENT AREAS: The student and instructor will identify objectives and write contracts for each course in the College Skills Program and for each Life Skills Seminar. These contracts must be completed satisfactorily.

\_\_\_\_\_  
(For Rockland Community College)

\_\_\_\_\_  
(Student Signature)

BEST COPY AVAILABLE

Appendix B



## SPECIAL SERVICES PROJECT - CURRICULUM PROJECTS

Project to Analyze Needs and Expectations of Special Services Project Clientele and to Develop Content in the Social Sciences to Meet the Needs

Project to Develop, Modify and Conduct Needs Assessment Processes for Special Services Project Students in the College Skills Program

Project to Modify the Communication Skills Curriculum With Emphasis on the Development of Writing Skills for Special Services Project Clientele and to Update Taxonomy of Reading, Writing and Study Skills Materials for Special Services Project Clientele

Project to Revise the Curriculum in Improving Coping Skills for Special Services Project Clientele

Project to Review the Curriculum in Discovering the Community College for Special Services Project Students in the College Skills Program

Project to Revise the Curriculum for Efficient Reading and Study Improvement for Special Services Project Students in the College Skills Program

Project to Revise and/or Develop Record Keeping Procedures for Special Services Project Clientele

Project to Revise and/or Develop Record Keeping Procedures for Counseling Functions for Special Services Project Clientele

Project to Revise the Curriculum in Relaxation Training/Stress Reduction for Special Services Project Clientele

Project to Revise the Curriculum in Understanding Human Behavior for Special Services Project Clientele

Appendix C

# COLLEGE SKILLS TAXONOMY - INVENTORY

August, 1984

Geraldine Rosen

- I. Materials for Classroom Instruction
- II. Materials for Teacher Reference/Class Instruction
- III. Reference Materials for Instructors
  - A. Computer Assisted Instruction
  - B. Learning Disabilities
  - C. Eric Reports
  - D. Adult Literacy
  - E. Miscellaneous
- IV. List of Communication Skills and Recommended Materials

*I* MATERIALS FOR CLASSROOM INSTRUCTION

<u>Title of Material</u>	<u>Level</u>	<u>Author</u>	<u>No. of Copies</u>
<u>Write Me A Ream</u>	012 013	Kunts & Viscount	15
<u>Basic Skills in Grammar</u>	012	Alger (Cambridge Book Co)	
Level I			70
Level II		" "	35
<u>Comp Lab Exercise</u>	012 013	Epes, Kirkpatrick Southwell	22
<u>Dictionary Drills</u>	012 013	Fry (Jamestown Pub)	
American Heritage Dictionary (accompanies Dictionary Drills)			38 30
<u>Reading Drills</u>		Fry (Jamestown Pub)	13
Passages C	012		
Passages A	013		
Passages B	014		
<u>Tactics II In Reading</u>	013 014	Hills, Brechen, Dougherty, Kinder	18
<u>66 Passages To Learn To Read Better</u>	012 013	Sach, Yourman	11
<u>88 Passages To Develop Reading Comprehension</u>	013 014	Gilmore, Sach, Yourman	11
<u>100 Passages To Develop Reading Comprehension</u>	014	Sach, Yourman	12
Reader Booklets			12
Question Booklets			13
<u>Improving Reading Ability</u>	014	Stroud, Ammons Bomman	7
<u>Developing Reading Versality</u>	013 014	Adams	39
<u>Comprehension Skills</u>	013	Jamestown	
Advanced Level	014		24
<u>Understanding Vocabulary</u>			47
<u>Understanding Main Idea</u>			25
<u>Making An Inference</u>			46
<u>Isolating Details and Re-calling Specific Facts</u>			12

<u>Title of Material</u>	<u>Level</u>	<u>Author</u>	<u>No. of Copies</u>
<u>A Skill At A Time</u>	013 014	Pauk	
Book I - <u>Vocabulary In Context</u>			15
Book II - <u>Using the Signal Words</u>			15
Book III - <u>Understanding Figurative Language</u>			
Book V - <u>Reading Between the Lines</u>			15
Book VI - <u>Getting the Main Point</u>			15
<u>Vocabulary</u>	014	Dunn Rankin	17
<u>Standard Text Lessons In Reading</u>		McCall Crabbs	
Book A	012		60
Book B	012		57
Book C	013		58
Book D	013		81
Book E	014		82
Book F	014		74
<u>Cloze Connections</u>		Boning (Barnell, Loft)	
Level E	013		5
Level F	013		5
Level G	013		5
Level H	014		5
Level I	014		4
<u>Spelling 1500</u>		Hook	
1st Edition	013		3
2nd Edition	013		18

<u>Title of Material</u>	<u>Level</u>	<u>Author</u>	<u>No. of Copies</u>
<u>Better Spelling</u>	013	Brown, Pearsall	23
<u>Building College Spelling Skills</u>	014	Crosby, Emery	38
<u>A Prescriptive Spelling Program</u>		Wittenberg (Barnell, Loft)	
Book I	011		20
Book II	012		20
Book III	012		20
<u>Spellbound</u>	011 012		45
<u>Reading Tactics</u>		Niles, Dougherty Nemory (Scott, Foresman)	
Book A	012		23
Book B	013		12
Book C	014		11
Book D	014		24
Book E	014		8
Book F	014		7
<u>Times Readings</u>		Jamestown	
Book 3- Grade 6			12
Book 4- Grade 7			27
Book 5- Grade 8			25
Book 6- Grade 9			26
Book 7- Grade 10			23
Book 8- Grade 11			25
Book 9- Grade 12			22
Book 10- College Level			27
<u>Grassroots</u>		Fawcett-Sandburg	
Form A	012 013		6
Form B	012 013		16

<u>Title of Materials</u>	<u>Level</u>	<u>Author</u>	<u>No. of Copies</u>
<u>World of Vocabulary</u>		<u>Rauch &amp; Clements</u>	
-- Book 1	011		
	012		3
Book 2	012		6
Book 3	013		18
Book 4	013		20
<u>Troubleshooter Series</u>		<u>Benner</u>	
Book 1 - Sound Out	011-012		2
Book 2 - Sound Off			2
Book 3 - Spelling Action			2
Book 4 - Word Attack			2
Book 4 - Word Mastery			1
Book 5 - Word Mastery			6
Book 6 - Punctuation Power			2
Book 6 - Sentence Strength			1
Book 7 - Punctuation Power			3
Book 8 - English Achievement			2
<u>College Reading Skills Series</u>	014	<u>Jamestown,</u> <u>2nd Edition</u>	
<u>Selections from The Black</u>			
The Olive Book -			14
The Brown Book			13
The Purple Book			14
<u>Topics for the Restless</u>			21
<u>Six Way Paragraphs</u>	012	<u>Jamestown</u>	20
<u>Middle Level</u>	013		
<u>Six Way Paragraphs</u>	013	<u>Jamestown</u>	21
<u>Advanced Level</u>	014		
<u>English Mastery</u>		<u>Jewel Varnado</u>	
Book I	012		6



<u>Title of Material</u>	<u>Level</u>	<u>Author</u>	<u>No. of Copies</u>
<u>English Practice for</u> <u>Mastery</u> Book II	012	Jewel Varnado	27
<u>English Practice for</u> <u>Mastery</u> Book III	013	Jewel Varnado	8
<u>Activities for Reading</u> <u>Improvement</u> Book I	012	Norman Schacter John K. Whelan	5
Book II	012		12
Book III	013		9
<u>Concise English Workbook</u>	012 013	H. Guth	15
<u>Connections &amp; Contexts</u>	013 014	Hymanson	42
<u>Writing Logically</u>	013 014	Berbrich	19
<u>The Writer's Studio</u>	012 013	Rizzo	11
<u>Correct Writing</u> Form A	013	Butler, Hickman, Overby	16
Form B	014	Butler, Hickman, Overby	18
<u>Vocabulary Resources</u> <u>for the College Student</u>	013	Leving	8
<u>Mini Grammar Series</u> I The Simple Sentence	012 013	Roberts	-
III The Independent Clause		Roberts	6
IV The Dependent Clause		Roberts	6
VII Subject-verb Agreement		Roberts	6
VIII Problems with Pronouns		Roberts	6
IX Frequent Sentence Errors		Roberts	4
<u>Vocabulary Workshop</u> Level A	013	Shostak	21
Level B	013		8
Level C	014	57	6
Level D	014	- 51 -	6
Level E	014		15

***II* MATERIALS FOR TEACHER REFERENCE/CLASS INSTRUCTION**

## Teacher's Reference Shelf

### I. Reading

- Through The Paragraph - Schwarts Mann & Kowalski
- Reading Skills For Young Adults - Niles
- Better College Reading - Zuckerman & Wojcik
- Psychology of Reading - I. Taylor, M. Taylor
- Readability - Gilliland
- Investigations Relating To Mature Reading - Twenty-First Yearbook  
of the National Reading Conference
- College Reading: Problems & Programs of Junior and Senior Colleges -  
Twenty-First Yearbook of the National Reading Conference
- Breaking The Reading Barrier - First and Second Edition - Gilbert
- Probe: College Development Reading - Glock, Bender, Labot
- Test Lessons In Reading and Reasoning - McCall, Smith
- Reading Achievement - Reiter
- Steps To Reading Proficiency - Phillips and Sotiriou
- Efficient Reading - Revised Edition - Brown
- Basic Skills For Effective Reading - Wief
- Reading Power - Brown
- How To Read Better and Faster - Lewis
- Reading Power - Second Edition - Brown
- Developing College Reading - Third Edition - Jacobus
- Improving College Reading - Fourth Edition - Jacobus
- College Reading - Maher and Lenier
- College Reading - Book I - Lenier and Maher
- Helping Special Student Groups-New Directions For College Learning  
Assistance - L. Wilson, Editor
- Expanding Learning Through New Communications Technologies - New  
Directions for College Learning Assistance, C. Krupper, Editor
- Efficient and Flexible Reading - McWhorter

- Breaking Through - Smith
- Be A Better Reader - Fifth Edition - Smith
- Reading As Thinking - Gedanke & Kropp
- "Learn", Inc - Rapid Comprehension Through Effective Reading - Stauffer and Bug
- Occupational Reading - Waters
- Reading Tests & Teachers - A Practical Guide - R. Schreena Ed.
- Informal Reading Inventories - Johnson & Kress
- Test Lessons In Reading Figurative Language - McCall, Smith, Palmer
- Learning Disabilities With Emphasis On Reading - An Annotated Bibliography - Lee and Berger
- An Introduction to the Cloze Procedure - An Annotated Bibliography - McKenna and Robinson
- Approaches To The Informal Evaluation of Reading - Pikulski, Shanaban
- Diagnostic & Criterion Referenced Reading Tests - Review and Evaluation L. Schell, Editor
- Reading Interaction - The Teacher - The Pupil - The Materials - TRA
- Applied Linguistics and Reading - R. Scafer, Editor
- Linguistic Theory: What Can It Say About Reading - R. Shuy, Editor
- Reading Comprehension At Four Linguistic Levels - C. Pennock, Editor
- Linguistics, Psycholinguistics and the Teaching of Reading - An Annotated Bibliography - Third Edition - K. Goodman & Y. Goodman

## II. Study Skills

- The Houghton Mifflin Study Skills Handbook - J. Shepherd
- Making It In College - Sullivan, Shulman & Cooper
- Reading And Study Skills - Second Edition - Langua
- Packways - A Guide To Reading and Study Skills - Gilbert
- College Reading and Study Skills - McWhorter
- Academic Preparation For College-What Students Need To Know and Be Able To Do - The College Board

Improving Reading & Study Skills - New Directions for College Learning Assistance - Algier, Edit.

Teaching and Learning Basic Skills - Roseman, Fisk & Roehl

How To Study - Seventh Edi. Staton

College Study Skills - Shepherd - First & Second Edition

Discovering College Reading, Thinking & Study Skills - Cohen & Poppin

### III. Vocabulary

Vocabulary For College Reading and Writing - Peet & Coomber

A Course On Words - Sweet, Kneetsvig

Basic Usage, Vocabulary, & Composition - Willis & Quinn Fourth Edit.

Building A College Vocabulary - Licklider

College Vocabulary Skills - Shepherd

Mastering Word Skills - Dictionary, Thesaurus, Vocabulary - Kingsley & Heffner

### IV Computers - Focus: Computer Literacy

Computers In The English Classroom - Standiford, Joycox, Auter

Telematics and Informatics - Singh, Editor

Computer Applications In Reading - Sec. Edi. Mason, Blanchard & Daniel

Extending Learning Through New Communications Technologies - C. Knapper-Editor

### V. Language - Knowledge and Use

Reading And The Bilingual Child - An IRA Reading Aids Series

Language Differences - Do They Interfere? IRA - Loffey & Shuy

Teaching Reading In Compensatory Classes - Calfee & Drumm, Editors

### VI. Miscellaneous

Theories of Learning - Bower & Hilgard

The Almanac of American Politics - 1984 - Barone & Ujifusa

Reading and The Law, R. Harper, G. Kilarr, Editors

The ABC's of Classroom Discipline - Baruth & Eckstein

"Educating A Profession: Competency Assessment" American Association  
of Colleges For Teacher Education

The American Freshman: National Norms for Fall, 1983 - Astin, Green,  
Kara and Maier

Helping Special Student Groups - L. Wilson, Editor

Improving Speaking and Listening Skills - R.B. Rubin, Editor

The New Liberal Arts - An Exchange of Views - An Occasional Paper  
from the Alfred P. Sloan Foundation - J.D. Koener.

A Directory - Based On A Survey of Writing Support Systems - SUNY-  
Council of Writing

## VII. Writing Materials - Literature, Culture

Interrelations of Literature - Barricelli & Gibaldi

The Presence of the Word - Ong

An Anthology for Young Writers - Meredith

The Role of Literature In Reading Instruction - Cross Cultural Views -  
The Role of Literature In Reading Instruction - Cross Cultural Views -  
D. Strickland, Editor

Ethnic Perspectives In American Literature - R.J. DiPietro and E. Ifjovi  
Editors

A Glossary of Literature and Composition - Lazarus and Smith

Three American Literatures - H. Baker Jr. Editor

The Black Resources Guide - 1982 Edition

Teaching Women's Literature From A Regional Perspective - L. Hoffman  
and D. Rosenfelt, Editors

Bookstrap Literature: Preliterate Societies Do It themselves - Wendell

A Grin On The Interface - Word Processing for The Academic Humanist -  
A.T. McKenzie, Editor

Introduction To Literature . Altenberad & L. Lewis

Best Short Stories - Jamestown Publishers

Minorities In American Higher Education - Cestin

Literature - Thrid Edition - Hogias

Ethnic Groups In The U.S. - The Sixty-First American Assembly -  
November 12-15, 1981

Minority & Disadvantaged Students In Postsecondary Education

VIII. Writing Materials - Language and Literacy

Language Connections=Writing and Reading Across The Curriculum -  
Fulweiler & Young, Editors

Famous Last Words: The American Language Crisis Reconsidered -  
Daniels

Language As Social Semiatic - Halliday

Attitudes Towards Language Variation - E. Ryan & H. Giles, Editors

Language and Social Knowledge - Berger & Bradac

How Language Works - Heatherington

Montage: Investigations In Language - Sparke & McKowen

Literacy In The Open-Access College - Richardson, Fisk & Okun

Literacy As A Human Problem - J. Raymond, Editor

Literacy For Life - The Demand For Reading and Writing - R. Bailey &  
R. Foshem Editors

Literacy For America's Spanish Speaking Children - IRA Reading Aids  
Series

IX. Writing Materials - Classroom Instruction - Teacher Use

The Writing Lab - Second Edition - Weiner & Palmer

The Practicing Writer - Bell & Krammer

Creating Compositions - Fourth Edition - Wiener

Clear Writing - Wood

Copy/Combine & Compose - Gonzales, Cruz, Thomson

At Your Command - Second Edition - Licklider

The Sentence - Smalin & Clayton

Combining Sentences - Rippon & Meyers

Sentence Skills - A Workbook For Writers- Second Edition - Langan

Sentences, Paragraphs & Essays - Second Edition - Hart & Heim

The Heath Basic Writer - Skunnick

A Plan For Writing - Second Edition - Bereton

Improving Writing - A Positive Approach - Casty, First & Second Edition

Basic Writing - A Practical Approach - Lorch - First & Second Editions  
The Writing Clinic - Loewe  
Writing As A Second Language - Danish  
Resources For Conference Centered Writing - Second Edition - Doman  
Shortcuts To Basic Writing Skills - Stiele  
From Paragraph to Essay - Lewis  
Sentences, Paragraphs and Essays - Hart/Heim  
Errors And Expectations - Shoughnessy  
Evergreen - Fawcett and Sandberg  
Summary, Paragraph, Essay, Test Theme - Second Edition-Conlin  
Writing Skills - Second Edition - Conlin  
Growing In English Language Skills - Finochearo & Lavenda  
Workbook For Writers - Second Edition - Milword & Bowie  
The Least You Should Know About English - Second Edition - Glazier  
Alpha II - A First Course In English Writing - Shepherd  
Writing With A Purpose - Short Edition - McCrimmon  
The Rhetorical Tradition & Modern Writing - Murphy  
A Basis For Composition - Carson  
Harbrace College Workbook - Form 9 A - Graham  
Harbrace College Workbook - Form 9 B - Graham  
Harbrace College Workbook - Form 9 C - Graham  
Sentence Combining - A Composition Book - Second Edition - Strong  
Sequence - A Basic Writing Course - Stephens  
On Paper - A Basic Course In College Writing - Second & Third Editions,  
 Smith  
College Writing Skills - Langan  
The Bare Essentials - Norton, Green Barole  
The Random House Guide To Basic Writing - Schor & Fishman  
New Handbook of Basic Writing Skills - Second Edition - Robey,  
 Hedrich & Morgan



New Workbook of Basic Writing Skills - Second Edition, Robey, Kreps,  
Maloney, Hedrick & Morgan

Paragraph Composition - Levy

Foundation - Building Sentence Skills - Newburger

Get It In Writing - Bruington

Theory & Practice In The Teaching of Composition Processing, Dis-  
tancing & Modeling - M. Myers & J. Gray, Editors

Teaching The Skills of Composition - grades 1 - 12 - Lindheim,  
Lettieri & Ruggles

The English Exercise Book - Eisenberg and Wiener

New Directions For College Learning Assistance - Improving Writing  
Skills - T. Hawkins, P. Brooks, Editors

English In The Eighties - T. Eagleson, Editor

New Directions For Composition Research - R. Beach & L. Bridwell,  
Editors

Process One - A College Writing Program - Bramer & Sealey

Focus - Photographs For Composition - Bobrow, A. Casmier, & S. Casmier

Concise English Workbook - Guth

Plain English Please - A Rhetoric - Fourth Edition - Cowan & McPherson

Patterns of Exposition - Decker

Hodges' Harbrace College Handbook - Hodges & Whitten - Sixth Edition &  
Ninth Edition

The Writer's Mind: Writing As A Mode of Thinking - J. Hays, P. Roth,  
J. Ramsey, R. Foulke, Editors

#### X. Reading and Writing

How To Read And Write - Forms 1 & 2, Second Series Form 1, Dodge

Rhetoric and Readings For Writing - Fourth Edition, Goss, Heard,  
McIntyre, Carroll

Reading, Writing, & Rhetoric - Fifth Edition - Hogias & Yarber

Writing Through Reading - Lewis/Forte

### III. Reference Materials For Instructors

### III. Reference Material for Instructors

- A. Computer Instruction
- B. Learning Disabilities
- C. Eric Reports
- D. Adult Literacy
- E. Miscellaneous

#### A. Computer Assisted Instruction

Final three year report - 2-77 to 6-79

Pilot Project In Computer Assisted Instruction For Adult Basic Education Students

Great Neck Public Schools, Great Neck, New York

Assorted Publications:

Microcomputers in Education

M I S C O

Compress

Software and Reference Books

Focus: Teaching English Language Arts,

"Computers In Teaching English", Vol. IX, Spring 1983, No. 3

Articles

American Educator, "Transportation For The Mind" Lane Jennings

"Computers Encourage Pupils To Try, Try Againg"

#### B. Learning Disabilities

Texts

Bulletins of the Orton Society

1. Annals of Dyslexia - 1982
2. An Interdisciplinary Journal of Specific Language Disability,  
1980
3. An Interdisciplinary Journal of Specific Language Disability-  
1979

Dyslexia - Problems of Reading Disabilities - Goldberg & Schiffman

Learning Disabilities - Cruickshank, Marse, Johas

Teaching The Learning Disabled Adolescent: Strategies & Methods - Alley & Deshler

Tapes of the 1983 ACLD International Conference

Tapes of the 1984 ACLD International Conference

Tapes of the 1984 Orton Society Conference

Summaries of the above two conferences.

The Learning Management Systems: The Writing Skills Program - Panman and Panman

"Raising Dyslexics to the College Level" - J. Lewis

Catalogs On Materials For The Learning Disabled

Bordinaro Study of the Learning Disabled

Serving The Learning Disabled Child In New York State - Nov. 1980

Head/Closer Look Resource Center - Fact Sheets

A Talking Mouth Speaks - About Learning Disabled College Students Chester

College Level Programs For The Learning Disabled - Moss & Fox

Steps to Independence for People With Learning Disabilities- Brown

1983 ACLD International Conferences - Twentieth Anniversary

New York City Technical College - Special Services Program: Students With Learning Disabilities

"A Manual For Teachers of Students With Disabilities"

"A Directory of Resources For The Learning Disabled Adult"

"Common Errors In The Writing of Depgraphic Students"

The Exceptional Parent Magazine

Psycans: Journal of Clinical Psychology

1983 ACLD Post-Secondary Night Services for Learning Disabled Students: A Survey of Participants

Reports on Orton Society Meetings

Report on the Learning Disabled Student In Higher Education - CUNY - April, 1983

SETRC - Orange-Ulster B.O.C.E.S. - Information and Training  
On Education of Handicapped Children

Materials From Experience Based Career Education Center - Salt  
Lake City, Utah

C. Eric Reports

Developing Educational Program For the High Risk Secondary School  
and College Student - Blum and Spanehl

Student Alienation, Student Behavior and The Urban Schools -  
C. Ascher

Eric References On Equal Opportunity In Institutions of Higher  
Education.

Eric References On The Minority Elderly

Eric References On Compensatory Education

Assessment, Implementation, & Evaluation of College and University  
Programs

Planned Variations: Indices of Existing Components, Evaluation.  
Implementation, Intervention Strategies

Research and Remedial/Developmental Programs

Developmental Versus Regular Communication Students

Proceedings: Conference Reports on Compensatory/Remedial Education-  
1974 - 1976

EFL - Guidelines For Proficiency

Evaluation - Upward Bound

Planned Variations - Executive Summary - Special Services Project  
and Upward Bound

Academic Consortia

State Planning For The Disadvantaged At Community Colleges

Evaluation - HEOP

Remedial Reading Students' Introductory College Course Grades

Conference Proceedings - Ohio Developmental Education Conference -  
1975

D. Adult Literacy - Learning

Literacy Volunteers

The Sociolinguistic Context of Literacy Programs - A Review of Non-  
A Review of Non-Formal Adult Literacy Programs In AID - S. Hoben

Adult Education Materials - Coping Skills, Adult Basic Education,  
GED Preparation, College Preparation, English As A Second Language

The Adult Illiterate Speaks Out: Personal Perspectives  
On Learning To Read and Write NEA

Adult Basic Education

Assorted Materials on Adult Literacy - GED Preparation

E. Miscellaneous Reference Materials

Curriculum Aids For Teachers In The School Service Program of The  
New York Times

Basic Skills Program At CUNY, City Colleges of Chicago

Assorted Journals - Community and Junior College - 1983-84,

Journal of Developmental and Remedial Education

Improving College Teaching

Journal of National Association for Women Deans,  
Administrators and Counselors, IRA

#### IV. Listing of Communication Skills and Recommended Materials

IV. Listing of Communication Skills and Suggested Materials

- A. Vocabulary
- B. Grammar
- C. Writing Skills
- D. Reading Skills

A. Vocabulary

Levels 011 and 012

Dictionary Drills - Fry

Getting Started - Bauer

On The Way - Bauer

Full Speed Ahead - Bauer

World of Vocabulary - Rauch & Weinstein - Bks 1, 2, 3,

Prescriptive Spelling Program - Barnell Loft

Spellbound - Rak

Activities For Reading Improvement - Schachter & Whelan -  
Unit 3 and at the end of each chapter.

Reading Tactics - Scott Foresman - Book A - (Context - Pgs. 9 - 25

Structure pgs 27-57, Dictionary pgs 61 - 77 - Figurative  
Language pgs 183 - 191 )

Grassroots - Fawcett & Sandburg- Homonyms - pgs 205-212

Vocabulary In Context - Pauk pgs. 1 - 18

Understanding Vocabulary - Middle Level - Jamestown

Vocabulary Workshop - Shostak - Level B

Level 013

World of Vocabulary - Books 3 and 4

Understanding Vocabulary - Advanced Level

Better Spelling - Beowa/Pearsall

Dictionary Drills

Spelling 1500 - Harcourt Brace Jovanovich

Vocabulary In Context Pgs 19 - 24

Vocabulary Resources For The College Student - Levine



Level 013 cont'd

Vocabulary Workshop - Level C

Activities For Reading Improvement Book II - Unit 3 and at the end of each chapter.

Tactics In Reading II - Niles, Bracken, Dougherty, Hinder

Context - pgs 13-20

Structure - pgs 21-30

Sound - pgs 31-34

Dictionary - pgs 35-40

Reading Tactics - Book B

(Context - pgs 9 - 23 - Structure pgs 25-53, Dictionary pgs 57-75  
Figurative Language pgs 177-189))

Understanding Figurative Language - Pauk pgs 9 - 25

Level 014

Reading Tactics - Book C

(Context pgs 9-24, Structure pgs 27-54, Dictionary pgs 57-78  
Figurative Language pgs. 175-184)

Reading Tactics - Book D - (Context pgs 9 - 22, Structure pgs 27-51  
Dictionary pgs 53-77, Figurative Language pgs 165-183)

Reading Tactics - Book E - (Context pgs 9 - 21, Structure pgs 23-31  
Dictionary pgs. 55-70, Figurative Language pgs. 175-188)

Reading Tactics - Book F - (Context pgs 9 -21, Structure pgs 23-31  
Dictionary pgs 33 - 51, Figurative Language pgs 157-177)

Vocabulary In Context - pgs 25-62

Using The Signal Words - Pauk

Understanding Figurative Language pgs 26-62

Vocabulary Workshop - Levels D - 14

Tactics In Reading II - Context - pgs 13-20, Structure pgs.21-30  
Sound pgs 31-34 - Dictionary pgs. 35-40

Connections and Contexts - Hymanson

B. Grammar

011-012

Grassroots - Fawcett, Sandburg

Books A and B

Comp-Lab Exercises - Epes, Kirkpatrick, Southwell

Basic Skills In Grammar - Books 1 and 2

English Mastery - Varnado - Book I

Mini-Grammar Series - The Simple Sentence, The Independent Clause, The Dependent Clause, Subject Verb Agreement, Problems with Pronouns, Frequent Sentence Errors

013

The Writer's Studio - Rizzo

Concise English Workbook - Guth

English Practice For Mastery - Book 2

Correct Writing - Form A

Grassroots

Comp-Lab Exercises

014

English Practice For Mastery - Varnado - Book 3

Correct Writing - Form B

C. Writing Skills

011-012

Write Me A Ream - Kunz/Viscount

014

Writing Logically

Unit I - Chronological, Spatial, Categorical Techniques to Organizing Ideas - pgs. 6 - 28

Unit VI- Writing Explanations That Will Describe and Clarify- pgs. 194-204

Unit VII - Writing About Values - pgs. 220-224

Unit VIII - Brainstorming - pgs. 266-272

Four major reasoning techniques -

1 - Second sight - pgs. 273-274

2 - Cause and effect - pgs 274-275

3 - Indication - pgs 276-277

4 - Rhetorical Question - pg. 321

Unit IX - Improving Sentences

1. Parellelism - pg 318
2. Transitions - pg. 319
3. Graphic Images - pg. 320
4. Rhetorical Question - pg. 321

Unit XI - Diverse Ways of Developing The Essay - pgs 392 - 397

D. Reading Skills

012

Comprehensive Skills Series - Jamestown

Accompanied by tapes for each topic. This series focuses on the individual skills of main idea, supporting details, inference, conclusion and tone.

Standard Test Lessons In Reading - McCall/Crabbs - Books A & B

66 Passages To Learn To Read Better - Selections 1 - 20

Reading Tactics - Niles, Dougherty, Memory - Book A

Making Inferences - pgs. 79 - 100

Central Focus - pgs. 103 - 126

Relationships - pgs. 131 - 144

Judgments - pgs. 165 - 181

Timed Readings - Jamestown - Books 3 and 4

Selections 1 - 10

Activities For Reading Improvement- Book 1

Six Way Paragraphs - Pauk - Middle Level - Selections 1 - 10  
(Black and Yellow Book)

013

Standard Test Lessons In Reading - Books C and D

Timed Readings - Books 4, 5, 6

Six Way Paragraphs - Paul - Middle Level (Yellow & Black Book)

Selections 10 - 100

Reading Drills - Fry - Level A and C

66 Passages To Learn To Read Better - Selections 20 - 66

Reading Tactics - Book B

Inference - pgs 77 - 101

Central Focus - pgs. 105 - 128

Relationships - pgs. 131 - 142

Judgments - pgs. 154-174

Reading Tactics - Book C

Inferences - pgs. 83 - 108

Relationships - pgs. 127 - 141

Central Focus - pgs. 111 - 124

Judgments - pgs. 161-172

Activities For Reading Improvement - Book 2

Comprehension Skills Series - Advanced Level - Understanding  
Main Idea, Making An Inference, Isolating Details

014

Standard Test Lessons In Reading - Books E and F

Timed Readings - Books 6 - 10

Six Way Paragraphs - Advanced Level

88 Passages

Reading Drills - Fry - Levels A and Be selections

Activities For Reading Improvement - Book 3

Reading Tactics - Books D, E, F

Book D

Central Focus - pgs. 107 - 121

Inferences - pgs. 81 - 103

Relationships - pgs. 123 - 137

Judgments - pgs. 151 - 163

Book E

Central Focus - pgs. 105 - 118

Inferences - pgs. 75 - 101

Relationships - pgs. 121 - 130

Judgments - pgs. 151 - 172

Book F

Central Focus - pgs. 85 - 101

Relationships - pgs. 105 - 117

Judgments - pgs. 133 - 155

Inferences - pgs. 55 - 81

Developing Reading Versatility - Adams

Main Ideas - pgs. 140 - 148

Tone and Inferences - pgs. 323 - 246

Fact and Opinion - pgs. 192 - 212

Figurative Language - pgs. 287 - 297

Vocabulary Skills - pgs. 9 - 39

Tactics In Reading II

Central Idea - pgs. 69 - 76

Details - pgs. 77 - 78

Inferences - pgs. 82 - 90

Relationships - pgs. 91 - 110

Judgments - pgs. 51 - 60

Topics For The Restless - Jamestown

Selections From The Black - Jamestown

One Skill At A Time - Getting The Main Point - Reading  
Between The Lines

Taxonomy

## TABLE OF CONTENTS

- I - Writing Materials
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- VII - Reading For Enjoyment Book List
- VIII - Miscellaneous Tests - Reading, Writing
- IX - Zernx materials for reinforcement
- X - Guidance, Counseling, English As A Second Language
- XI - Reports
- XII - Tests

1. Writing Materials (In sufficient number for entire class use. All materials located in reading laboratory.)

See section on zerox material taken from Paragraph Practice

<u>MATERIAL</u>	<u>LEVEL</u>	<u>COMMENTS</u>
<u>Basic Skills in Grammar</u> - Cambridge (only a few copies in lab)	012	<p><u>Book 1.</u> - contains the following:  Fundamentals of Grammar  Sentence Mastery  Punctuation  Capitalization</p> <p>Book 11 - Contains the following:  Basic rules  Parts of speech  English usage  Sentence structure  Punctuation  Capitalization</p>
<u>Grassroots</u> - Fawcett, Sandburg Books A and B	012 013	<p>Divided into 5 units:  1. The sentence  2. Verbs  3. Joining Ideas  4. Nouns and pronouns  5. Mechanics</p>
<u>The Writer's Studio</u> - Rizzo	013	Exercises for Grammar, Proof-reading and composition
<u>Writing Logically</u> - Berbrich	013 014	Various writing techniques explored
<u>Mini-Grammar Series</u> - Educulture (This series contains booklets and cassettes)	011 012	<p>Contains the following subjects:  Book 1. The Simple Sentence  Book III. The Independent Clause  Book V. The Dependent Clause  Book VII. Subject - Verb Agreement  Book IX. Frequent Sentence Errors</p>
<u>Troubleshooter Series</u> Benner and Law	011 012	<p>Contains the following subjects:  Book 6 - Punctuation Power  Book 6 - Sentence Strength  Book 7 - English Achievement  Book 7 - Punctuation Power  Book 8 - English Achievement</p>
The Center for Humanities Cassette series	all levels	<p>Covers the following:  Vocabulary development  Structural analysis  Context clues</p>



<u>Material</u>	<u>Level</u>	<u>Comments</u>
<u>Keys To American English -</u> <u>Gefvert, Rospa, Richards</u>  (only 6 copies)		For use with students who need work in the basic grammatical structures of "Standard English"
The Shorter Handbook Workbook	013 014	An accompanying workbook to <u>The Shorter Handbook</u> (See list of miscellaneous materials on writing) Covers all areas of grammar

## II. Audio-Visual Materials

<u>Material</u>	<u>Level</u>	<u>Comments</u>
Aud-X-Learning 100	AA - 1st grade adult BA - 2nd grade adult CA - 3rd grade adult	Emphasis on all decoding skills
Learning 100 - Reading Efficiency Check Booklets	DA, EA, FA, GH, IJ, KL, MN	Emphasis on reading comprehension
Communications Skills: - A Sound-Slide-Set Series Reading, Building Vocabulary. (Center for Humanities, Inc.)		
1. <u>Communication Skills - Write It Right</u>	Parts I, II, III	
2. <u>Communications Skills - Part II Reading</u>		
3. <u>Communications Skills - Parts I and III Learning To Listen and Express Yourself</u>		
4. <u>The Poetry of Rock - A Reflection of Human Values</u>	Parts I and II	
5. <u>I Couldn't Put It Down - Hooked on Reading</u>	Adolescent Interest Level - 5th - 7th grade reading level	Short paperback novels with student reading guides.
<u>The Contender</u> R. Lipsyte		
<u>Lisa, Bright and Dark</u> J. Newfield		
<u>The Outsiders</u> S. E. Hinton		
<u>The Pigman</u> P. Zindell		
<u>Souder</u> W. Armstrong		
<u>Drop Out</u> J. Eyerly		

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<u>Material</u>	<u>Level</u>	<u>Comments</u>
Controlled Reader	BA - 2nd grade adult CA - 3rd grade adult DA - 4th grade adult FA - 5th grade adult GH - 6th grade adult IJ - 9-10 grade adult KL - 11-12 grade adult LK - 11-12 grade adult MN - 13-14 grade adult	Visual Efficiency training Perceptual Sorting Skimming - Scanning Fluency Builder Vocabulary Building Thought organization Rate and skill building in comprehension
Guided Reader	F - Level 6 G - Level 7 H - Level 8 I - Level 9 J - Level 10 K - Level 11 L - Level 12	Visual Efficiency Training Perceptual Sorting Skimming - Scanning Fluency Building Vocabulary Building Thought Organization and skill building in comprehension
Tachistoscope		Develops:
Tach - X		Word recognition
Flash - X		Spelling
		Vocabulary
		Visual memory
Westinghouse Series		
Relevance of Sound		
Relevance of Words		

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## Reading Comprehension

<u>Material</u>	<u>Level</u>	<u>Comments</u>
<u>Activities for Reading Improvement</u> Schachter & Whelan Workbook with Answer key.	Book I - Elementary Book II - Junior High Book III - Junior High	Contains the following: 1. Comprehension 2. Skimming 3. Following Directions 4. Vocabulary - Word building 5. Reading for enjoyment
<u>Basic Studies - Reading and Word Skills</u> Hodges Workbook - self-programed	013	Reading comprehension and basic word skills. Variety of articles and stories taken from books and magazines.
<u>College Reading Program (SRA)</u>	Program I Level 1 - 5.0 Level 2 - 5.5 Level 3 - 6.0 Level 4 - 6.5 Level 5 - 7.0 Level 6 - 7.5 Level 7 - 8.0 Level 8 - 10.0	Comprehension exercises Vocabulary: Words in context Timed readings
<u>College Reading Program (SRA)</u>	Program II Level 1 - 9.0 Level 2 - 10.0 Level 3 - 11.0 Level 4 - 12.0	Similar context as Program I
<u>Communications 1, 2, 3</u> Bauer	011	<u>Getting Started -</u> Writing introduced; Alphabet, recognition common letter patterns; short words, one syllable; short vowel sounds; common consonant sounds.  <u>On The Way -</u> Introduces words with long vowel sounds, soft c and g blends, silent letters two syllable combinations.  <u>Full Speed Ahead -</u> Focus on reading for information and writing for practical purposes exercises given in following simple directions and filling out simple forms; complete stories used to develop comprehension skills.

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<u>Material</u>	<u>Level</u>	<u>Comments</u>
<u>Comprehension Skills Kit</u> Jamestown Publishers  Understanding the Main Idea Making a Judgment Understanding Characters Drawing a Conclusion Making An Inference Recognizing Tone Appreciation of Literary Forms Retaining Concepts and Organizing Facts Isolating Details and Recalling Specific Facts	Middle Level	Kit containing booklets and cassettes for building specific comprehension skills Read along cassette for each booklet; plays both exact text of the booklet permitting weak students to listen and read simultaneously.
<u>Developing Reading</u> Versatility - Third Edition Adams Workbook - self-programed	013	Contains units on literal comprehension, critical comprehension, and affective comprehension.
Essential Skills Series	ESS 1 - Grade 3 A ESS 2 - Grade 3 B ESS 3 - Grade 4 A ESS 4 - Grade 4 B ESS 5 - Grade 5 A ESS 6 - Grade 5 B ESS 7 - Grade 6 A ESS 8 - Grade 6 B ESS 9 - Grade 7 A ESS 10- Grade 7 B ESS 11- Grade 8 A ESS 12- Grade 8 B ESS 13- Grade 9 A ESS 14- Grade 9 B ESS 15- Grade 10 A ESS 16- Grade 10 B ESS 17- Grade 11 A ESS 18- Grade 11 B ESS 19- Grade 12 A ESS 20- Grade 12 B	Short reading selections containing questions on main idea supporting details conclusions clarifying devices vocabulary in context.
<u>Glass Analysis</u> <u>for Decoding Only</u>  Sets I, II	011	Phonic word decoding
<u>Hip Reader Program</u> Pollack & Lane Vol. I, II	011	Contains list of word families based on phonic elements and combinations

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<u>Material</u>	<u>Level</u>	<u>Comments</u>
<u>Phonic Word Builder</u>	011	To be used as a supplement to the <u>HIP Reader</u> books. Contains 5000 words arranged in word patterns of increasing levels of difficulty.
<u>Improving Reading Ability</u> Stroud, Ammons, Bomman Workbook-self-programed	014	An advanced text for reading comprehension. Contains the following: Mechanics of reading and visual analysis Speeded comprehension: word meanings Speeded comprehension: phrases Speeded comprehension: sentences Speeded comprehension: paragraphs Speeded comprehension: connected test critical reading study-type reading
<u>Quest Academic Skills Program</u> (Harcourt Brace Jovanovich) Workbook-self-programed	013	Contains an instructional program for the development of study skills in a variety of academic settings. Design: Reading Note-taking Essay Exams Composition Self-management
<u>Reading Tactics</u> Niles, Dougherty, Memory	A - Grade 7 B - Grade 8 C - Grade 9 D - Grade 10 E - Grade 11 F - Grade 12	A series of workbooks designed for review and reteaching of reading skills. Contains the following skill areas: Word attack: Context Word attack: Structure Word attack: Sound Word attack: Dictionary Inferences General Focus Relationships Sentence Meaning Judgments Figurative Language Imagery Flexibility

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MaterialLevelComments

Specific Skills Series  
(Barnell Loft)  
Elementary and Secondary Levels

Level A - first  
reading level  
through L-12th  
grade level

Working with Sounds  
Following Directions  
Using the Context  
Locating the Answer  
Getting the Facts  
Drawing Conclusions  
Getting the Main Idea  
Detecting the Sequence

SRA Reading LaboratoryRate Builder

11 b

2.5 Tan  
3.0 Brown  
3.5 Red  
4.0 Orange  
4.5 Gold  
5.0 Olive  
5.5 Green  
6.0 Aqua  
7.0 Blue  
8.0 Silver

Short selections - encourage  
rapid, intensive, yet efficient  
reading;  
3 minute timing followed by  
comprehension check

SRA Reading LaboratoryPower Builders

11 b continued

2.5 Tan  
3.0 Brown  
3.5 Red  
4.0 Orange  
4.5 Gold  
5.0 Olive  
5.5 Green  
6.0 Aqua  
7.0 Blue  
8.0 Silver

Whole part thinking:

main idea  
important details  
adding up facts  
Seeing relationships:  
Cause and effect  
Similarities  
Differences  
Sequence and Organization  
Inference and Conclusion  
Word and Sentence Analysis  
Single consonants  
Long and short vowels  
two and three letter blends  
Diphthongs  
Silent consonants  
Consonants with unexpected  
sounds  
Prefixes, Suffixes  
Identifying nouns, verbs,  
adjectives, adverbs

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<u>Material</u>	<u>Level</u>	<u>Comments</u>
SRA -RFU Reading For Understanding	<u>General</u> 3rd grade through college	Individualized program - basic skills in recognition- word attack
	<u>Junior</u> Elementary grades	Comprehension <u>not</u> speed emphasized
	<u>Senior</u> Junior and Senior highschool.	
<u>Standard Test Lessons in Reading</u> McCall-Crabbs Books A, B	011, 012  Book A - Grade 2,3,4 Book B - Grade 3,4,5	Develops reading speed and power of comprehension. Each exercise is a standard reading test. Each book contains 78 - three minute reading exercises comprised of a reading selection followed by multiple choice questions, based on stated facts, implications, or general reasoning.
<u>Tactics In Reading II</u> Niles, Bracken, Dougherty, Kinder	013 014	Word attack/context Word attack/ structure Word attack/sound Word attack/dictionary  Sentence meaning Judgments Figurative language Central idea Inferences Relationships Imagery
<u>Vocabulary Resources for the College Student</u> Levine and Leving (In sufficient numbers for group use.)	013 014	Workbooks ( <u>not</u> self-programed) designed to increase vocabulary through the following means: 1. From the context 2. Through central ideas 3. From Greek and Latin 4. From classical mythology and history 5. From Anglo-Saxon Vocabulary 6. From The French, Italian, Spanish languages 7. Structural analysis

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MaterialLevelCommentsSRA Reading Laboratory

III b

Power Builders

5 - Blue  
5.5 - Rose  
6 - Brown  
7 - Green  
8 - Red  
9 - Tan  
10 - Gold  
11 - Aqua  
12 - Purple

Short selections - encourage  
rapid, intensive, yet efficient  
reading:  
3 minute timing followed by  
comprehension check

Rate Builders

5 - Blue  
5.5 - Rose  
6 - Brown  
7 - Green  
8 - Red  
9 - Tan  
10 - Gold  
11 - Aqua  
12 - Purple

SRA Reading Laboratory

IV a

Rate Builders

5 - Blue  
5.5 - Rose  
6 - Brown  
7 - Green  
8 - Red  
9 - Tan  
10 - Gold  
11 - Aqua  
12 - Purple

Designed for average, above  
average and superior students  
who can read at 8th grade  
level and above

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IV. Study Skills (The following texts are single copies.)

Essential Requirements For The College Research Paper - Lysterly

Harbrace Guide to the Library and The Research Paper - Sears

How To Learn From A College Textbook - Klein

How To Study - Morgan & Deese - Second Edition

Library Skills - A Program for Self-Instruction - McGraw-Hill Basic Skills System

Mini-Courses In Academic Skills - Educulture

These are booklets and cassettes sufficient in number for a group. They cover the following areas:

- Module 1 - Preparing To Study
- Module 2 - Reading Comprehension and Retention
- Module 3 - Reading Speed
- Module 4 - Reading Practice
- Module 10- Examinations

Problem Solving Improvement - A Program for Self Instruction - McGraw Hill Basic Skills System

Test-Wiseness - The American College ( 4 copies)

New Material Just Arrived

Dictionary Drills - Fry

These workbooks are in sufficient number for a group. They contain material on the following areas: understanding the main entry and obtaining reference information, and using the pronunciation key. Pocket-size American Heritage Dictionaries are included.

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## V. Spelling

<u>Material</u>	<u>Level</u>	<u>Comments</u>
<u>Spelling 1500</u> - Hook (only 1 copy in lab)	013 014	Methodical attack on difficulties of English Spelling. Vocabulary improvement - programmed learning.
<u>Spellbound-Phonic Reading and Spelling</u> - Rak	011 012	Phonetic system - used as support for reading program - Gillingham set of phonograms.
<u>Dr. Spello</u> - Kottmeyer	011	A detailed analysis of the basic elements of sound-symbol association in words. A good text for the very low level student.
<u>Spelling</u> - Roloff & Snow	013 014	An excellent self-programmed text that deals with the fundamentals of the English language as they apply to student writing. This text contains numerous practice exercises in phonetics, Greek and Latin derivatives, dictionary use, spelling rules.

Vocabulary - The following are single copies of texts dealing with the study of vocabulary. There is not a sufficient number of each text to use with an entire group.

<u>Vocabulary Workshop</u> (Oxford Book Co.) Books A.B.C.	013 014	The series contains definitions, synonyms, antonyms, word families, analogies.
<u>Vocabulary</u> - Dunn Rankin (5 copies)	013 014	Excellent text for the higher level student. Emphasis on mastery of the 109 words in the text as well as various vocabulary learning techniques.
<u>World of Vocabulary</u> Rauch & Clements Books, 1,2,4	012 013	Designed for the low level student with limited experience in vocabulary development. Words chosen for interest and motivational level; photos used as visual tools to capture attention. Context clues for understanding a variety of topics.

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READING FOR ENJOYMENT - Book List

THE ADVENTURES OF HUCKLEBERRY FINN

CLEMENS, SAMUEL

PS  
1305  
A1  
1951

- 87 -

201 pages

CLEMENS, SAMUEL

THE ADVENTURES OF HUCKLEBERRY FINN

PS  
1305  
A1  
1951  
201 pages

- 88 -

AIRPORT

HAILEY, ARTHUR

PR  
6058  
A43  
A5

- 89 -

440 pages

ALIVE

PIERS, PAUL READ

TL  
553.9  
R4

- 90 -

352 pages

ANGELOU, MAYA

I KNOW WHY THE CAGED BIRD SINGS

E  
185.97  
A56  
A3  
1970

- 91 -

281 pages

THE AUTOBIOGRAPHY OF MALCOLM X

MALCOLM X

E  
185.97  
L5  
A3

- 92 -

311 pages

BALDWIN, JAMES

GO TELL IT ON THE MOUNTAIN

PS  
3552  
A45  
G4

- 93 -

253 pages

BENCHLEY, PETER

JAWS

PS  
3552  
E537  
J3

311 pages

- 94 -

BLACK BOY

WRIGHT, RICHARD

PS  
3545  
R815  
Z5  
1966

- 95 -

BLACK LIKE ME

GRIFFIN, JOHN

E  
185.61  
G8

- 96 -

176 pages

BEST COPY AVAILABLE

BRADBURY, RAY

FAHRENHEIT 451

PS  
3503  
R167  
F2

- 97

BROWN, CLAUD

MANCHILD IN THE PROMISED LAND

E  
185.97  
B86  
A3

- 98

415 pages

CALL OF THE WILD

LONDON, JACK

PS  
3523  
046  
C3  
1966

- 99 -

128 pages

CATCH 22, A NOVEL

HELLER, JOSEPH

PS  
3558  
4476  
C3

443 pages

- 100

CLEAVER, ELDRIDGE

SOUL ON ICE

E  
185.97  
C6

210 pages

- 101

CLEMENS, SAMUEL

A CONNECTICUT YANKEE IN KING ARTHUR'S COURT

PS  
1308  
A1  
1917

- 102 -

450 pages

A CONNECTICUT YANKEE IN KING ARTHUR'S COURT

CLEMENS, SAMUEL

PS  
1308  
A1  
1917

450 pages

- 103 -

DOWN THESE MEAN STREETS

THOMAS, PIRI

PS  
3553  
R277  
15

166 pages

- 104 -

GRIFFIN, JOHN

BLACK LIKE ME

E  
185.61  
G8

176 pages

- 105 -

DELIVERENCE

DICKEY, JAMES

PS  
3554  
132  
D4

278 pages

- 106 -

BEST COPY AVAILABLE

DICKEY, JAMES

DELIVERENCE

PS  
3554  
132  
D4

- 107 -

278 pages

DOWN THESE MEAN STREETS

THOMAS, PIRI

F  
128.9  
P8  
T5

- 108 -

333 pages

FAHRENHEIT 451

BRADBURY, RAY

PS  
3503  
R167  
F2

- 109 -

GO TELL IT ON THE MOUNTAIN

BALDWIN, JAMES

PS  
3552  
A45  
G4

253 pages

- 110 -

GREGORY, DICK

NIGGER

PN  
2287  
G68  
A3

224 pages

- 111 -

HAILEY, ARTHUR

WHEELS

PR  
6058  
A43  
A5

374 pages

- 112 -

HAILEY, ARTHUR

AIRPORT

PR  
6058  
A43  
A5

440 pages

- 113 -

HELLER, JOSEPH

CATCH 22, A NOVEL

PS  
3558  
4476  
C3

443 pages

- 114 -

THE HOBBIT

TOLKIEN, J. R. R.

PZ  
8  
T52  
H016

317 pages

- 115 -

I HEARD THE OWL CALL MY NAME

CRAVEN, MARGARET

PS  
3553  
R277  
15

166 pages

- 116 -

BEST COPY AVAILABLE

# I KNOW WHY THE CAGED BIRD SINGS

ANGELOU, MAYA

E  
185.97  
A56  
A3  
1970

- 117 -

281 pages

JAWS

BENCHLEY, PETER

PS  
3552  
E537  
J3

- 118 -

311 pages

LONDON, JACK

CALL OF THE WILD

PS  
3523  
046  
C3  
1966

128 pages

- 119 -

THE LORD OF THE RINGS

TOLKIEN, J. R. R.

PR  
6039  
032  
S5

365 pages

- 120 -

MALCOLM X

THE AUTOBIOGRAPHY OF MALCOLM X

E  
185.97  
L5  
A3

- 121 -

311 pages

# MANCHILD IN THE PROMISED LAND

BROWN, CLAUD

E  
185.97  
B86  
A3

- 122 -

415 pages

NIGGER

GREGORY, DICK

PN  
2287  
G68  
A3

- 123 -

224 pages

1984

ORWELL, GEORGE

PR  
6029  
R8  
N5  
1949

- 124 -

314 pages

THE OLD MAN AND THE SEA

HEMINGWAY, ERNEST

PS  
3515  
E37  
A15  
1962

- 125 -

72 pages

ORWELL, GEORGE

1984

PR  
6029  
R8  
N5  
1949

- 126 -

96 314 pages

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READ, PIERS PAUL

ALIVE

TL  
553.9  
R4

352 pages - 127 -

SCHULMAN, IRVING

WEST SIDE STORY

ML  
50  
B529  
W4

- 128 -

143 pages

SOUL ON ICE

CLEAVER, ELDRIDGE

E  
185.97  
C6

- 129 -

210 pages

HEMINGWAY, ERNEST

THE OLD MAN AND THE SEA

PS  
3515  
E37  
A15  
1962

- 130 -

72 pages

THOMAS, PIRI

DOWN THESE MEAN STREETS

F  
128.9  
P8  
T5

333 pages - 131 -

TOLKIEN, J. R. R.

THE HOBBIT

PZ  
8  
T52  
H016

- 132 -

317 pages

TOLKIEN, J. R. R.

THE LORD OF THE RINGS

PR  
6039  
032  
S5

- 133 -

365 pages

WHEELS

HAILEY, ARTHUR

PR  
6058  
A43  
A5

- 134 -

374 pages

WRIGHT, RICHARD

BLACK BOY

PS  
3545  
R815  
Z5  
1966

- 135 -

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Miscellaneous Texts For Reading - Class or Reference Use

single copies unless otherwise noted)

- A Guide To Rapid Reading - Larson
- A Key To Better Reading - Leedy
- Anatomy of Reading - Hackett, Williamson
- Bibliography for Beginners - Gore
- Breaking The Reading Barrier - Gilbert
- College Reading Skills - Austin et al
- Concepts of Communication - Reading - Conlin
- Controversy - Prose For Analysis - Gold, Radner
- Design For Reading - Jones, Huntress, Lorch
- Developing College Reading - Jacobus
- Developing Reading (Second Edition) - Guiler, Raeth, May
- Developing Reading Versatility - Adams (First and Second Editions)
- Effective Reading For Adults - Herr
- Effective Reading For College Students - Jones, Morgan, Petty
- Efficient Reading - Brown (Revised From A.)
- English In Action - Wylder
- Explorations In College Reading - Brown
- Focus In Reading - Krants, Kimmelman
- Free To Read - A Guide To Effective Reading - Bonman Hujama Prescott
- From Experience - Hart, Schulman
- Headway - A Thematic Reader - Michel
- How To Read Better and Faster - Lewis
- How To Read Factual Literature - Pauk (Book III)
- Improving College Reading - Jacobus
- In Black and White - Morrison

Increasing Reading Efficiency - Miller (Third Edition)  
Language In Your Life - Bushman , Laser  
Maintaining Reading Efficiency - Miller  
Mastering Reading Skills - Rouch & Weinstein  
More Powerful Reading - Levy  
Opportunity For Skillful Reading - Joffe (Second & Third Editions)  
Practical Rhetoric - Hardison  
Power & Speed In Reading - Gilbert  
Read To Succeed - Bracy/McClintock  
Read Well and Remember - Webster  
Reading and Interpreting - Pageis, Pinney, Stiff  
Reading As Thinking - Paragraph Comprehension - Gedamke & Krapp -  
Curriculum Research Associates  
Reading Drills - Fry  
Reading Practical Prose - Dewitt  
Reading To Discover Organization - Fisher  
Reading With Speed and Confidence - Waldman  
Response In Reading - Weingarten  
Return To Reading - Decker  
Selective Reading - Smith/Spargs  
Skimming and Scanning - Fry  
Skimming and Scanning Improvement - Maxwell Sections I and II  
Stories of Modern America - Gold/Stevenson  
Study In Depth - Gilbert  
Structure In Reading and Writing - Nye, Ebbitt  
Success - A Search For Values - Roth  
The Improvement of College Reading - Glock  
The Inquiring Reader - Sullens, Karas, Fabringo.

The Matt Basic Language Skills Program - Semi-Programed Series -  
Books 4, 5, 1302, 1303, 1306, 1307

Towards Better Reading Skill - Casper, Griffin (Second and Third Editions)

World of Ideas - A Guide To Effective Reading - Bamman, Heyama, Prescott

VIII. Miscellaneous Texts - (Single copies of books in reading lab for use as reference or class material.)

A. Writing Texts

A Practical Guide For Writers - Hacker and Renshaw

An Introductory English Grammar - Stageberg

Breakthrough - Yarber

Building College Spelling Skills - Crosby and Emery

Cambridge Adult Basic Education Series

College English - Puckett, Sutton and Sutton

College Students Look At The 21st Century - Norman

Composition - An Approach Through Reading - Clifton, Macgibbon

Concise English Workbook - Guth

Creative Pattern Practice - Whitten

Critical Reading and Writing - Thompson

Different Drummers - Vye and Canar

Dimension Two - Barrett

English In Action - Wylder

English Sounds and Their Spellings - Allen, Allen & Shute

Essentials of English - Bellafiore

Focus - Bobrow, Casmier, Casmier

Free To Choose - Nordberg and Nordberg

Harbrace College Handbook - Hodges & Whitter

Harbrace College Workbook - Hodges & Laws  
(Form 64)

Harbrace College Workbook - Graham  
(Form 7A)

How To Organize What You Write - Johnson

Identity Through Prose - Janaro

Insight - Hurtik

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Montage - Investigations in Language - Sparke and McKowen  
New American English - Pantell  
On Paper - A Basic Course in College Writing - Smith  
Paragraph Practice - Sullivan (Third Edition)  
Paragraph Rhetoric - A Program in Composition - Bergman  
Patterns of Exposition - Decker  
Points of Departure - Kelly  
Practical Writing - Martin  
Programmed English - Sullivan  
Programed Review of English - Trimble  
Prose Style - A Handbook For Writers - Stove and Bell  
Read and Write (Third Edition) Bushman, Bonazzi, Van Sloster  
Reading, Writing and Rhetoric - Hoggis, Yarbor  
Shaping College Writing - Gallo, Rink  
Sentence Composition - Levy  
Snap, Crackle and Write - Schrank  
Something About Sentences - Bolch and Neville  
Speaking Into Writing - Nist  
Summary, Paragraph, Essay, Test, Theme - Conlin  
Steps in Composition (Second Edition) Troyka, Needelman  
Teach Yourself How To Write - Roberts  
Teaching With A Purpose - Solmon  
Technique-Studies in Composition  
The English Sentence - Palmer  
The Forseeable Future - Cathcart  
The Shorter Handbook - Shaw Dodge  
The Sound of Prose - Collignon  
The Techniques of Writing (Form C) - Kinsella

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The Writing Experience - Schoen, Avidon, Gandhi Vaughn

Through The Paragraph - Schwartzmann

Writing About Reading - Howard

Writing In College - Kerrigan

Writing Skills - Conlin

Writer To Reader - Wylder

IX    Zerox Material For Reinforcement

(Materials Arranged by reading level)

- 011 - grades 1 - 4
- 012 - grades 4 - 7
- 013 - grades 7 - 9
- 014 - grades 9 - 12

<u>Level</u>	<u>Material</u>
011) 012)	<u>Troubleshooting</u> Subject-verb agreement
012) 013)	<u>Skimming and Scanning</u> - Fry Short literature selections - "Roots" - Alex Haley "To Sir, With Love" - E.R. Braithwaite "Alive-The Story of the Andes Survivors"- Piers Paul Read
012) 013)	<u>Selection From The Block</u> "Nigger" - Dick Gregory
013	<u>Opportunity for Skillful Reading</u> - Joffe - First Edition  Finding main idea Seeing relationships Determining Significant Details Following Printed Directions Inferring Mood, Tone, Purpose Relating Ideas To Everyday Experience
013	Creative Pattern Practice - Whitter - Second Edition Sentence or clause connectors
013) 014	<u>Study In Depth</u> - Gilbert  Planning The Term's Work Finding The Main Idea Thinking and Drawing References
013)	<u>Effective Reading For College Students</u> - Jones, Morgan, Petty Exercises In The Use of Structural Analysis Vocabulary Development Exercises In Reading Varied Selections
013)	Tactics In Reading - Niles, Brachen, Dougherty, Kinder Judgments Word Attach/Context Finding The Topic

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III.

Level

Material

013)  
014)

Breaking The Reading Barrier - Gilbert

Rapid Reading Test  
Finding The Main Idea  
Thinking and Drawing Inferences

012)  
013)

Paragraph Practice - Sullivan

Elementary  
Problems of  
Form and  
Organization

- Ex 1-2 - Explain How To Do Or Make Something
- Ex 3 - Describe Someone's Face
- Ex 4 - Describe Your Favorite Form of Weekend Entertainment
- Ex 5 - Describe An Interesting Incident
- Ex 6 - Give One Reason You Did or Did Not Enjoy Your Recent Vacation
- Ex 7 - Discuss The Sort of Wife You Want To Be (Have)
- Ex 8 - Discuss A Principle or Lesson You Would Teach A Child
- Ex 9 - Discuss Your Favorite Class
- Ex 10 - Discuss A Hobby or Pastime

Advanced  
Problems of  
Form and  
Organization

- Ex. 1 - Summarize a Plot
- Ex 2 - Discuss A Character In a Study
- Ex 3 - Write About Your Biggest Problem In College
- Ex 4 - Define a Significant Word or Term
- Ex 5 - Discuss Something In Close Detail
- Ex 6 - Describe Your Sensory Reaction To An Object

Problems of  
Variety and  
Imagination

- Ex 1 - Describe An Unpleasant Sensory Experience
- Ex 2 Describe A Pleasant Sensory Experience

012 )  
013)  
014)

How To Study - Morgan, Deese - Second Edition

Chapter 2 - Organizing Time  
Chapter 5 - Studying Textbooks

013)  
014)

Opportunity For Skillful Reading - Joffe  
The PQ3R Method of Study

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GUIDANCE AND COUNSELING

MATERIALS PURCHASED DURING 80-81 FOR THE COUNSELING STAFF

DEALING WITH STRESS  
Cassette

J. Hess

PSYCHOLOGICAL CONFLICTS  
Cassette

J. Hess

YOUR EMOTIONS  
Cassette

J. Hess

MYERS BRIGGS SCORING KEY  
Form G

J. Hess

STRONG CAMPBELL INTEREST INVENTORY

B. Chwast

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## MATERIALS PURCHASED DURING 80-81 FOR SIEGELBAUM

Longman, Inc.  
English Language Teaching Division  
19 West 44th St  
New York, New York 10109

### MATERIALS

ENGLISH FOR SPECIAL PURPOSES Mackay and Mountford	Siegelbaum
DRAMA IN LANGUAGE TEACHING S. Holden	Siegelbaum
TEACHING ENGLISH AS A SECOND LANGUAGE Bright and McGregor	Siegelbaum
BIOLOGY - Student's Book	Siegelbaum
Teacher's Notes	Siegelbaum
Cassette - Adamson and Bates	Siegelbaum
NURSING SCIENCE STUDENT'S BOOK	Siegelbaum
Teacher's notes	Siegelbaum
Cassette - Adamson and Bates	Siegelbaum
ENGLISH FOR NURSES	Siegelbaum
Student Book	Siegelbaum
Teacher's Notes	Siegelbaum
SEQUENTIAL PICTURE SERIES BY Markstein Greenbaum	Siegelbaum
Student's Intermediate Workbook	Siegelbaum
Teacher's Manual	Siegelbaum
Wall Charts	Siegelbaum
LISTENING IN AND SPEAKING OUT Bode, Whiteley	Siegelbaum
High Intermediate Book	Siegelbaum
Cassette	Siegelbaum
INTERVIEW E. Cornelius Jr.	Siegelbaum
Cassette by E. Cornelius Jr.	Siegelbaum

ITS UP TO YOU  
Dresner, Beck, etc.

Siegelbaum

TALK IT OVER  
Alexander et al

Siegelbaum

Cassette by Alexander et al

Siegelbaum

## REPORTS

## REPORTS ON FILE

1. A COMPARATIVE ANALYSIS OF THE READING LEVELS OF COMMUNITY COLLEGE INTRODUCTORY ENGLISH AND COLLEGE SKILLS STUDENTS: A BRIEF SUMMARY OF ISSUES, RESULTS AND RECOMMENDATIONS.
2. A FOLLOW-UP STUDY OF STUDENTS WHO COMPLETED COMMUNICATION SKILLS AND ENGLISH AS A FOREIGN LANGUAGE. 1977-78 Preliminary research findings.
3. THE PLAGUE OF ATTRITION: The Problem and the Plan.
4. ATTRITION ANALYSIS: SPECIAL SERVICES PROJECT.  
(Communication Skills)
5. ATTRITION ANALYSIS: SPECIAL SERVICES PROJECT.  
(English As A Foreign Language)
6. SUCCESSFUL COMPLETION RATES OF SPECIAL SERVICES PROJECT STUDENTS.
7. REASONS FOR ATTRITION FROM COLLEGE SKILLS.
8. ENGLISH PLACEMENT PROJECT (Phase 1) and DATA.
9. COMPLETION RATES OF SPECIAL SERVICES PROJECT.  
(Math Skills)
10. STUDENTS' EXPECTATIONS OF THE COLLEGE SKILLS PROGRAM.
11. READING SKILLS DEVELOPMENT AS A FUNCTION OF ENTERING LEVEL.
12. SPECIAL SERVICES PROJECT GRADUATES FROM ROCKLAND COMMUNITY COLLEGE.
13. THE RELATIONSHIP BETWEEN LISTENING AND READING SKILLS OF DEVELOPMENTAL COLLEGE STUDENTS.
14. POST-DEVELOPMENTAL PROGRAM (Mainstream Follow-up).
15. IMPROVING COGNITIVE SKILLS: PROCEDURES, PROBLEMS AND PROSPECTS.
16. ACCOUNTABILITY IN TUTORIAL SERVICES. ALTERNATIVE PROGRAMS AND SERVICES FOR THE NON-TRADITIONAL STUDENT.
17. ERIC REPORTS:
  - Evaluation: Upward Bound.
  - English Language Proficiency.
  - Proceedings: Conference on Compensatory/Remedial Education (1976).
  - Individualized Approach to Developing Independent Learning in the Community College.
  - Proceedings: Conference on Compensatory/Remedial Education (1975).
  - Proceedings: Conference on Compensatory/Remedial Education (1974).

ERIC REPORTS cont'd

Planned Variations Vol 1: Executive Summary

Planned Variation Study: Volume II: Intervention Strategies for Secondary and Post Secondary Compensatory Education

Planned Variations Volume IV: Field Implementation for a Randomized Experiment

Planned Variation Vol. V: Student Performance measures for Evaluating Secondary and Post Secondary Intervention Programs

Planned Variations Vol. VI: Index of Existing Components

State Planning for the Disadvantaged

The Five E's of Consortium Effectiveness

Developmental vs. Regular Communications Students

Research and Remedial/Developmental Programs: New Directions

Conference Procedures: Ohio Developmental Educational Conference

Remedial Reading Students' Inductory College Course Grades

Evaluation: The Effectiveness of Post Secondary Opportunity Programs for the Disadvantaged

Assessment of Entering Students Writing Skills in the Community College

Empire State College Coordinating Center: Writing Skills.

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## TESTS

**TESTS:**

**LOCATION - Room 2231  
SPECIAL SERVICES OFFICE**

American School Test A

Anchor Test Study

Barrett-Ryan-Schrammel English Test

Basic Study Skills Systems

- A. Math
- B. Reading
- C. Spelling
- D. Study Skills Test
- E. Writing

Botel Reading Inventory

Brown-Carlen Comprehension Test

California Reading Test Form W

California Phonics Survey

Carver-Darby Chunked Reading Test (Manual)

CELT Vocabulary Form VA (Memo)

Comprehensive Test of Basic Skills

Davis Reading Test and Key

Descriptive Tests of Language Skills of The College Board

Doren Diagnostic Reading Test of Word Recognition

Drier Instant Word Recognition Test  
Drier Individual Phonics Criteria Test

Edwards Personal Preference Schedule

Estimation of Reading Skills via The American College Test

Examining For Aphasia

Expressional Fluency Exam

Gates-McGinitie Scoring Templates for IBM 805 Answer Sheet

Gates-MacGinitie - Levels A - F

Gray Oral Reading Test - Forms A, C

How to Study (SRA)

Iowa Silent Reading Test (Form CM, DM)

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Spat - Form A

Metropolitan Achievement Tests Series

- Elementary Battery  
Intermediate Battery  
Advanced Battery

Minnesota Multiphasic Personality Inventory

Nelson-Denny Reading Test - (Forms A, B, C)

O'Donnell Informal Assessment

Practice and Exercises and Locator Test

Readability Books - Jr. and Senior High School Students

Reading Placement Test

Sixteen Personality Factor Questionnaire

Spache Diagnostic Reading Scale

SRA Writing Skills

Stanford Achievement Test - Academic Skills

Study Skills Test (Spitzer - Form AM)

Tests for Adult Education - Form I - Level D, E, M

Test Service Bulletin

Using American College Testing Program on Campus (ACT)

Using and Interpreting Scores on the Comparative Guidance and Placement Program

Wide Range Achievement Test

Written English Expression Placement Test

Zip Scale for Determining Reading Level  
(Jr. and Senior High School Students)

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Appendix D

Center for International Students  
Room 5211, Field House, ext. 505

February 3, 1984

TO: Dr. Clark  
Dean Lowdermilk  
Dean Dodge  
Dean Gonzales Sullivan  
Dr. Martin ←  
Mr. Gurney

FROM: Eileen Thornton 

RE: ESL STUDENT ORIENTATION - Fall 1983 Semester

A special orientation for Main Campus ESL students took place on November 9, 1983. It was the result of the collaborative efforts of the Center for International Students, the Special Services Department, the Life/Career/Educational Planning Center, and the English Language Institute.

For the first time at RCC, we endeavored to group students in such a way as to facilitate two-way communication in the student's native language. To accomplish this purpose, we divided ESL students into the following six groups:

Haitian (Beginning/Low Intermediate ESL) - 21 students - Group Leader: Eileen Thornton (CIS) - Session conducted in French.

Haitian (High Intermediate/Advanced ESL) - 62 students - Group Leader: Maryann Kezmarsky (Special Services) - Session conducted in English with French/Creole interpretation.

Hispanic (All ESL Levels) - 21 students - Group Leader: Terry Hannigan - (Special Services) - Session conducted in Spanish.

Mixed Arabian (All ESL Levels) - 11 students - Group Leader: Maria Dell'Arciprete (CIS) - Session conducted in English with Arabic interpretation.

Mixed Oriental (All ESL Levels) - 16 students - Group Leader: Lainie Goldstein (L/C/E/P/) - Session conducted in English with interpreters for the various languages represented.

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Mixed Non-Oriental (All ESL Levels) - 15 students - Group Leader:  
Celia Greenberg (CIS) - Session conducted in English with  
interpreters for the various languages represented.

The high rate of attendance (142 out of a possible 183) was due to the fact that the orientation took place during the last half of a regularly scheduled ESL morning class. This was made possible by the involvement and cooperation of the ESL Teachers. The orientation began with the partaking of refreshments and a short social "get acquainted" time. This was followed with the distribution of the enclosed ESL student handbook prepared by Terry Hannigan. The remaining time (about one hour) was devoted to a discussion of the major points covered in the handbook and the sharing by students of their feelings, experiences and concerns.

Directly following the sessions, all group leaders met for an evaluation of the orientation. The feedback was intensive and animated. Most significant reports were:

- A. Negative feedback: group too large (Maryanne); students should have been involved in the process of designing the handbook (Lainie); a culturgram on each of the various cultures represented should have been made available to the group leaders to study beforehand (Celia).
- B. Positive feedback: students had expressed interest in the information they received and appreciation for our efforts. The group discussion provided an enlightening intercultural experience for the mixed group leaders. Students' comments elicited ideas for possible follow up information sessions on topics such as Health, Finances, Sexual Values, Cultures Represented by our International Students, Extra Curricular Activities, Academic Matters.
- C. Students Comments: Out of the various students' comments reported by the group leaders, three I believe have particular significance:
  - "We want to hear what we can do, not what we cannot do"
  - "It is insulting to be placed in ESL - it means I am a bad student".
  - "We want to educate our teachers and our classmates about our cultural background".

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As a follow up to the orientation, the enclosed questionnaire was sent to each participant. The return was 98 out of 142. The survey elicited the following responses:

Things students found most helpful about the orientation:

Information about the American University System	28 responses
Information on Offices and Services at RCC	35 responses
Information on Financial Aid	36 responses
Discussion group on student problems	30 responses
Other - the ESL Student Handbook was listed by 12 people.	

Most frequent suggestions for improvement of the orientation:

The orientation should have been earlier	16
More information should have been delivered on financial aid	15
More information on the U.S. Education system	12
All RCC Personnel present at the orientation should introduce themselves	9
Information on how to obtain health insurance	7
Information on how to job hunt	6
More information on RCC Services	5

Unsolicited Suggestions:

More bilingual students needed to help at registration	17
RCC should provide an international dormitory	10
RCC should grant credit for ESL	10
RCC should improve job placement services	8
RCC should make available an ESL language lab	5

The survey results show that as a pilot project the orientation accomplished to a high degree our purpose to inform, interest and draw a response. For the first run, both new and continuing students were included to insure that each student receive a copy of the ESL Student Handbook and basic information about RCC. In the future we intend to repeat the division by native language format, but address new ESL students only. For the Spring 1984 semester, orientation of ESL students has been scheduled on February 22nd.

This 1983-84 year has seen great progress in our efforts to orient our international students to an unfamiliar system of education. In addition to the November ESL Student Orientation, all foreign educated students were invited to the two General Orientations organized by Ruth Cowan (in August '83 and January '84). The many who attended had the privilege of hearing Dr. Clark and other officials recognize the special contribution international students make to our campus. In the past, international freshmen were invited to a special orientation before registration, but never before this year had they been given the opportunity to mingle with American students, also new to the campus, and receive a warm welcome from so many people.

I believe that projects such as these, made possible by the joint participation of various departments, are very much needed to facilitate our foreign born students' often difficult adjustment to school and community. Because information offered in general sessions tends to be sketchy or superficial, Terry Hannigan and I plan to develop special interest workshops to be offered throughout the semester. Terry, who is doing excellent counseling work with our permanent resident ESL students, has designed as a starter a workshop entitled "Money Management for International Students", to be offered this Spring '84 semester.

Any comments or suggestions you may have on the above will be appreciated.

cc: Howard Berry  
Ruth Cowan  
Terry Hannigan

enc: ESL Student Handbook  
Questionnaire

ET:ic



Center for International Students  
Room 5211, Field House, ext. 505

EVALUATION OF THE E.S.L. ORIENTATION

Please use this form to help us evaluate the E.S.L. Orientation. Please answer the following questions:

1. What things did you find most helpful about the orientation?

- ☐ Information about the American University System
- ☐ Offices and services at Rockland Community College
- ☐ Financial Aid Information
- ☐ Discussion group on student problems
- ☐ Other

Was the information sufficient? If not what would you like to see added, or changed?

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2. Are there other subjects which you feel should be discussed to help in the adjustment to living in the U.S.A. and studying at R.C.C.? Please be specific.

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3. Please offer your suggestions so that we can improve future E.S.L. orientations.

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(Please use the other side of this questionnaire if you need more room to write)

Rockland Community College

ESL Student  
Handbook

1983-84



122

## ESL STUDENT HANDBOOK 1983-1984

This Orientation Booklet for International Students contains the most important facts which you should know to help assure your success in your college education, particularly at Rockland Community College. The following is a listing of college personnel who can give you further information about the topics if you cannot find the answers to your questions in the Rockland Community College College Catalog or Student Handbook:

### CENTER FOR INTERNATIONAL STUDENTS

Eileen Thornton for special problems encountered  
by enrolled F-1 students

Irene Cohen for housing and Health Insurance for  
F-1 students

Celia Greenberg for evaluation of foreign  
credentials for enrolled foreign born students and  
routine administrative problems

Maria Dell'Arciprete for intake of new applications

### SPECIAL SERVICES PROJECT

Terry Hannigan, ESL Counselor - Personal and  
academic problems

### INTERNATIONAL COLLEGE

Howard Berry - Coordinator, INTERNATIONAL COLLEGE,  
Chairperson ESL and foreign languages program

### MAIN CAMPUS - ESL Program

Eveline Neumann-Adler  
Judith Siegelbaum      Co-ordinators for main campus  
   E.S.L. Program

### NYACK - ESL Program

Michael Vilson - ESL Coordinator for Nyack  
Learning Center

### SPRING VALLEY ESL PROGRAM

Herman Stovall Administrator/Counselor for Spring Valley  
Learning Center, Oden Oak, ESL Co-ordinator for Spring  
Valley Learning Center

### HAVERSTRAW ESL PROGRAM

Steve Drinane - ESL Co-ordinator for Haverstraw  
Learning Center

Julia Kolechevich - Financial Aid and Administration

The information is divided into the following areas:

- A - Offices you should be familiar with
- B - General Information
- C - Academic Matters
- D - Financial Aid
- E - The English as a Second Language Program
- F - Extracurricular Activities
- G - Immigration and Visas

We hope your time at Rockland Community College will be enriching and exciting and that you will take full advantage of the facilities and services available.

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#### ORIENTATION TO THE ROCKLAND COMMUNITY COLLEGE CAMPUS

##### A - Offices you should be familiar with

1. Center for International Students Room 5211, x 527  
provides assistance to International Students, including admission to Rockland Community College, immigration and visa problems, referrals to other offices and agencies and counseling.
2. Financial Aid Office - Room 6106 x 282  
See Section F
3. The Records Office - Room 6104 x 555  
handles student and official transcripts, letters of attendance, grades and schedules of classes. It is important to report all changes of name, address, marital status etc. to this office.
4. Career and Life Planning Center TL 10, x 306  
is a special resource center containing information on careers and all colleges in the U.S. This is an excellent place to find information about other colleges if you plan to transfer to an advanced degree program.

5. The Campus Bookstore, Bldg. B, x 752,753

has textbooks, supplies and other items for sale to students.  
Store hours are posted at the entrance to Bookstore.

6. College Nurse 1st Floor, Fieldhouse x 443

provides first aid, health information, referrals to agencies outside the college, eye tests for drivers license. The College Nurse is available for medical and health problems.

7. The Campus Ministry, Room 3201 x 531

Mrs. Paparella - Roman Catholic - Tuesday, 12 to 8, Wednesday, Thursday 9-4 P.M. - Rabbi Yeshaya Rotbard - Jewish - Thursday, Friday 10 to noon  
Rev. David Moutariye - United Methodist - Wednesday 9 to 1

B - General Information

1. Weather

If Rockland Community College is to be closed because of bad weather or other emergencies this information will be broadcast on the following AM radio stations: WOR 710, WNBC 660, WRKL 910 or call Rockland Community College Weather #356-4332.

2. Parking

All students are expected to comply with parking regulations on campus. Do not park on roadways, unpaved areas or firelanes. Do not park in handicapped parking areas unless you are handicapped. Student parking stickers should be clearly displayed on student vehicles. Stickers and I.D. cards are available at Registration, after payment of tuition and fees.

3. I.D. Card

Students should carry a currently validated student I.D. card. It may be needed to access to Rockland Community College facilities and services. Students are expected to show Security Personnel their I.D. cards when

requested. Photographs for I.D. cards are taken at the beginning of each semester. Students holding I.D. cards should have them validated at the beginning of the semester in the Security Office. After payment of tuition, students can apply and receive their I.D. cards. If you lose your I.D. card there is a \$5.00 charge to replace it.

#### 4. Building and Classroom Locations

Please refer to campus map (p. 12)

Room Designation - Each room number on main campus is coded so that it can be easily located. The 1st digit of room numbers designates the building

<u>Room numbers beginning with:</u>		<u>are located in:</u>
1	are located in	Academic I
2	" " "	Academic II
3	" " "	Student Union
4	" " "	Library
5	" " "	Fieldhouse
6	" " "	Brucker Hall
CS 7	Arts Building	Community Services Building

The 2nd digit designates the floor on which the room is located. For example, room 2325 is located in Academic II on the third floor. Room 5211 is located in the Fieldhouse on the second floor.

#### C. Academic Matters

1. Rockland Community College and most American colleges have a system of credit. Credit, generally speaking, is a measure of time the student spends in class each week. Many of the courses at Rockland Community College are 3 credit courses which means that the student will usually spend 3 hours in class per week for a semester. Students must accumulate at least 60 credits in order to graduate with an Associate Degree. Every student must complete three Physical Education credits to receive an Associate Degree. Certificates require less credits.

2. It is important that every student decide on his or her major course of study (a major) and be aware of the degree requirements. There are degree requirements sheets for all majors at Rockland Community College for students. They are available in Brucker Hall, 1st floor near the Records Office. Students must take and pass all required courses before receiving a college degree.
3. Degrees are granted in August, January and June. There is a graduation ceremony in June. A student must make a formal application for a degree no later than the first 4 weeks of the beginning of the semester in which the student plans to graduate. Applications made after this deadline can not be assured of a degree in that semester.
4. F-1 students on a scholarship must consult the Foreign Student Advisor if they are contemplating a change of major. Others should consult the ESL counselor.
5. Transferring to another college. Students should begin thinking about a transfer to a four year school during their last semester in ESL. Please see the ESL counselor at that time.
6. Students should be aware that they may be eligible for special recognition for superior academic work. This may be an important consideration when a student applies to a 4 year college or graduate school. It also may be important when applying for a job. Below are the requirements for these honors:

Dean's Honor List - Students who complete twelve or more credits in a semester with an average of 3.0 or higher and no grades lower than C are eligible.

Phi Sigma Omicron - is an academic honor society. A student is eligible to be a member after completing 28 degree credits, without any grades lower than C and an average of 3.25 or higher.

Please note that the above applies to courses other than English as a Second Language courses.

7. Cheating, plagiarism (use of ideas or words of another person without giving credit to that person), or any form of academic dishonesty is a violation of the Rules and Regulations of the Student Code of Conduct.
  8. It is possible to receive college credit by successfully completing examinations in certain areas of study such as foreign languages, sciences, mathematics etc. It is possible to receive more information on this matter from the reference desk of the library. The examinations are called the College Proficiency Exam. (C.P.E.), Regents External Degree (R.E.D.) Exam and the College Level Examination Program (C.L.E.P.).
  9. The test of English as a Second Language (TOEFL) is required by many four (4) year colleges for transfer from Rockland Community College. The test is offered at Rockland Community College several times a year. For more information contact the Reference Desk at the Library, or the Center for International Students. English as a Second Language students should plan to take the test after completion of Freshman English.
  10. The Grading System at Rockland Community College is typical of many American colleges and Universities. Students taking E.S.L. courses will receive one of three grades:
    - S - satisfactory completion of a course. The student may continue his/her studies at next level.
    - U - unsatisfactory progress in a course. The student must repeat the course.
    - P - satisfactory completion of E.S.L. program. The student can leave E.S.L. program.
    - MP - measureable progress. The student has made progress but needs more work at the same level.
- In mainstream (credit courses) a different grading system is used:
- A - Superior, highest grade that a student can receive
  - B+- Very Good
  - B - Good
  - C+- Above Average



- C - Average
- D - Minimum Passing
- F - Failure
- FX - Failure for non-attendance/participation on and after the official census date
- W - Official withdrawal before the end of the eighth week of the semester
- P/F- option-decision made by student to take a P (Pass) or F (Failure) rather than receive one of the above grades. This option allows a student to take a course in which he/she feels that he/she might receive a low grade, for example D. The student would receive a "Pass". This grade would not have an effect on the students grade point average. However, if the student fails the course it is calculated in the grade point average P/F grades may cause difficulties if the student plan to transfer to another college.
- IP - means in progress. It is an extension of time beyond the semester so that the student can complete academic requirements for the course. If a student feels he/she needs this additional time, it's important to make an appointment with the course instructor to request an IP grade and arrangement of an alternate date for completion of course requirements. Upon completion of course requirements, the IP grade will be changed to A,B, C,D. If requirements are not completed by the alternate date the IP will be replaced by an F.
- AU - indicated audit, that is, a student is attending a class unofficially. This means that the course will not be counted for credit, financial aid or veteran's benefits. Courses previously taken for audit may be repeated on a credit basis.

In order to receive an W, AU or P/F option, the student must contact the Records Office and file for one of the above grades before the end of the eighth week of classes in the semester.

D - English As a Second Language Program

1. International Students whose native language is not English are tested for English Language Proficiency upon entering Rockland Community College. Based on the results on this testing, students are placed in appropriate ESL classes. It is important that students be aware that the testing will be the prime factor in the decision about their level of study in English.
2. Students are expected to attend all classes in their ESL program. Attendance is an important factor in the decision about a student's final grade and his/her progress to a higher level of ESL classes.
3. Faculty at Rockland Community College will expect that you not only attend classes regularly but that you arrive on time and stay for the whole class period.
4. Students are expected to refrain from distracting behavior during class to ensure an atmosphere conducive to learning.
5. If for any reason it becomes impossible for a student to continue attending class, it is important that the student contact the ESL Coordinators.
6. Students may repeat an academic course if they have failed it. The transcript will show the course only once with the better grade.
7. Smoking is not permitted in classrooms by order of the Fire Department.
8. No food or beverages for consumption are permitted in classrooms.
9. The Media Services Center, Room 4130 x 386 has a collection of tapes in English which correspond to some E.S.L. texts used at Rockland Community College. The staff will make copies of these tapes at no charge to students who provide blank tapes. It is also possible to listen to these tapes in the library. Please ask your ESL teacher for more information.

E - Extracurricular Activities

Students registered for 9 more credits are eligible to use Fieldhouse facilities during Family Recreation Hours. Facilities include Racquetball, Basketball, Weightroom, Pool and Tennis Courts.

1. The Office of Student Life, Room 3100 x 373,374,375 can assist students who have questions about housing and transportation to/from Rockland Community College, extracurricular activities, student clubs and items that are lost and found on campus.

#### F - Financial Aid

(For U.S. Permanent Residents only)

Financial Aid is an important area that directly effects the student. If a student does not properly file financial aid forms yearly, it may cause difficulties for him to register in the present semester and the student may have to pay for tuition personally.

Below is a list of requirements and steps that should be followed to ensure that the Office of Financial Aid can process student applications for Financial Aid:

1. At the Financial Aid Office you should pick up and fill in the following forms:

- PELL grant application
- If the student has been living in New York State for one year or more, he should complete a T.A.P. application
- R.C.C. application
- Selective Service Form

2. You must present documentation of your income for the previous year. The following documents should be presented to the Financial Aid Office along with the student's application for financial aid:

- Federal Income Tax Return
- State Income Tax Return
- A letter from Social Services stating the students means of support (if applicable)
- A letter from the Social Security Office stating the amount of Social Security benefits received by the student, parents or spouse
- A statement of support, if none of the above apply.

3. Proof that the student has an alien registration number. The student may present his green card or passport with alien registration number.
4. Make an appointment with a financial aid counselor to review your completed forms. The student should bring all the items in 1,2 and 3 to this appointment.
5. If all the forms are in order the student will receive a credit slip which will be handed in upon completion of the registration process.
6. The student will receive award notices by mail of their PELL and their TAP awards. It is very important that these award notices be brought into the Financial Aid Office. Failure to do this will mean that the student will not have his tuition paid by the PELL/TAP awards.

Because of the importance of properly processing these forms, the Financial Aid Office recommends that students bring any letter they receive about Financial Aid to the Financial Aid Office as soon as possible. This will assure that processing runs smoothly and that students will receive financial assistance to which they are entitled.

Other facts that the student should know about financial aid:

1. There is a double tuition charge for students who have not been living in New York State for one year or more.
2. International students who are not registered aliens are not eligible for financial aid.
3. Students who are not eligible for TAP/PELL assistance may apply for a guaranteed student loan, provided you are a registered alien.
4. All students must be matriculated (officially registered in a degree or certificate program) to be eligible for financial aid.
5. Continuing students must maintain certain academic standards in order to continue receiving financial aid. This has to do with the grades and number of credits you must take. A Financial Aid Counselor can give you more information about this.
6. TAP - Tuition Assistance Program pays from \$200 to \$1100 per year. The filing deadline is March 31.

7. PELL - formerly known as Basic Educational Opportunity Grant pays from \$126 to \$1338 per year. The deadline is March 15. Students must be taking at least six credits.

G. Immigration and Visas

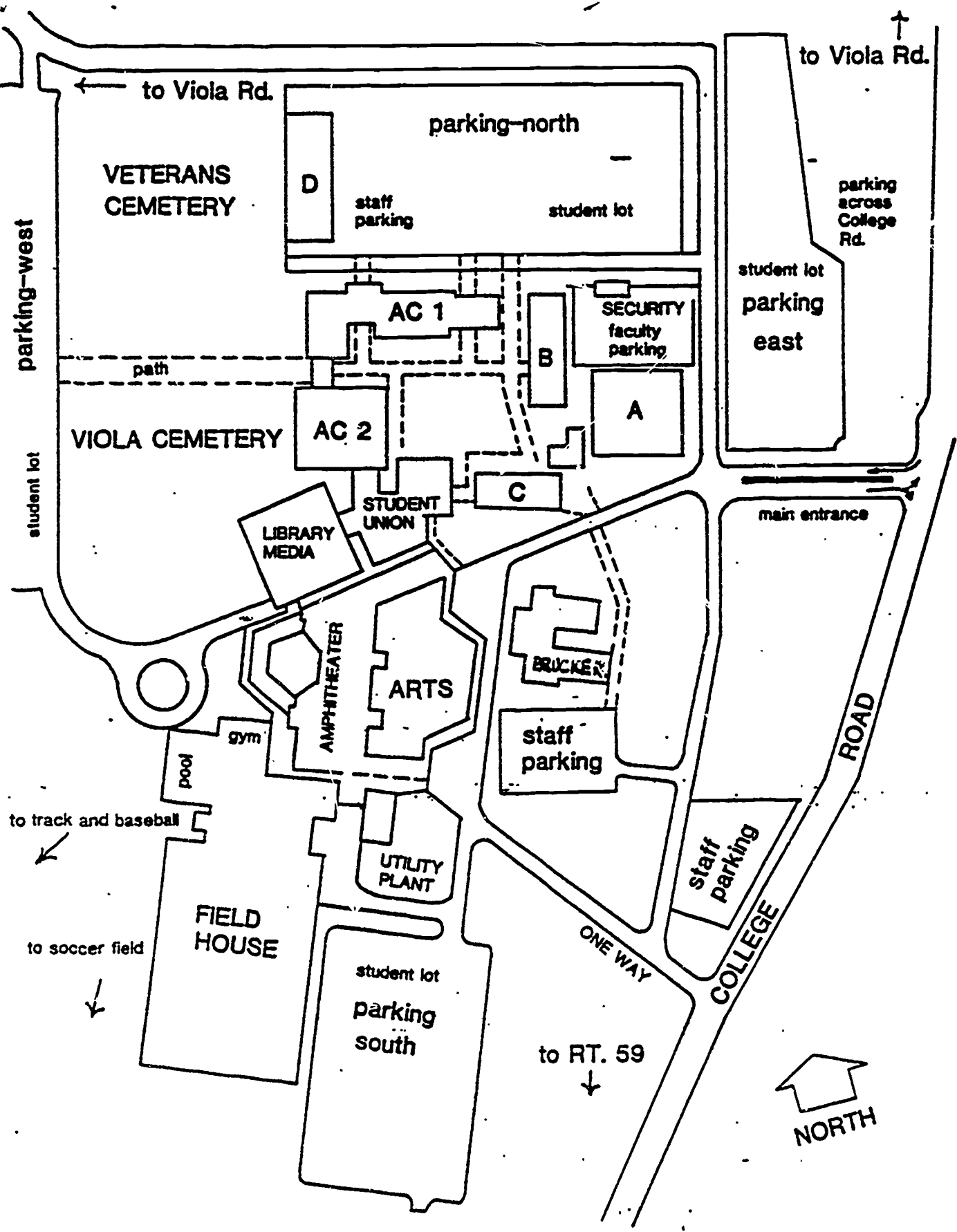
Following is an overview of our F-1 Student's responsibilities as decreed by the Immigration and Naturalization Service:

- to have authorization from Immigration and Naturalization Service to attend Rockland Community College;
- to maintain a valid passport;
- to be in possession of a valid visa;
- to attend classes regularly;
- to register for classes on the appropriate registration date;
- to make continuous progress towards a degree;
- to work off-campus only with permission from the Immigration Service;
- to carry a full-course load each semester (12 credits or credits - equivalent).

If you have any questions in fulfilling these requirements, please see the International Student Advisor early, to work on possible ways to remedy the situation. Please do not delay. Serious consequences, such as deportation, can ensue unless prompt action is taken.

\* \* \* \* \*

We hope the above information will make your life on campus easier. Please do not hesitate to speak with your teacher or counselor about any problem you are faced with which interferes with your studies. The staff of the English Language Institute and the counseling staff wishes you success in your academic endeavours.



Appendix E

AFRICAN ARABIAN CHINESE GERMAN  
HAITIAN HISPANIC ISRAELI ITALIAN  
MALAYSIAN RUSSIAN



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TUESDAY APRIL 24 11AM-9PM  
CULTURAL ARTS CENTER

ETHNIC FOOD \$3 12-2; 6-8  
PERFORMING ARTS 1-4; 7-9  
DISPLAYS 11-8  
SOCCER & VOLLEYBALL 4-6

\*\*\*\*\*  
ERIC CLEARINGHOUSE  
FOR JUNIOR COLLEGES  
MAY 23 1986  
\*\*\*\*\*

\*INTERNATIONAL COOKBOOK \$1\*